DOCUMENT RESUME

ED 231 136	EC 152 511

TITLE	Hearing Impaired: Curriculum Guide.
INSTITUTION	Alberta Dept. of Education, Edmonton.
PUB DATE	83
NOTE	433p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	American Sign Language; Art; Auditory Training; Communication Skills; Curriculum Guides; Delivery Systems; Drama; Elementary Secondary Education; *Hearing Impairments; *Language Arts; Mainstreaming; Mathematics; Models; Music; Physical Education; *Prevocational Education; Program Development; Reading; Resource Materials; Sciences; Social Studies; Special Classes; Syntax; Teaching Methods; Total Communication; *Vocational Education
IDENTIFIERS	Alberta

ABSTRACT

The curriculum guide is intended to assist families, school administrators, and teachers providing educational services to hearing impaired (HI) children in regular and special classes in Alberta, Canada. Explained in the introduction are such curriculum aspects as goals and purpose, population to be served, eligibility criteria, three alternatives for educational placement, and testing. The preschool program is described in relation to assessment and programing, seven models of organizing service (e.g., home visiting program), and such components as auditory training and total communication. Presented next are strategies for developing communication skills, including auditory training, speechreading, sign language, and speech. A guide for the language arts program contains such components as objectives for grades 1 through 12; strategies for teaching syntax, vocabulary, reading, and drama; resource lists; and an appendix with a language record book and a chart for selection of standardized tests. Usually specified for the areas of mathematics, science, and social studies are goals, purposes, and strategies for modifying the language or integrating the curriculum from preschool through high school levels. A vocational skills section, constituting more than half the document is divided into six age levels, each covering three years, from birth to 16 and over, and is presented in chart form by objectives, teaching strategies, and materials. Charted living/vocational skills are: understanding self and getting along with others, deaf studies, travel, safety, world of work, home management, money management, and citizenship and individual responsibility. Next presented briefly are objectives and strategies in the areas of physical education, music, art, and drama. Appended are an overview of the living vocational skills by level, resource lists for each objective, and a questionnaire for evaluation of the resource guide. (MC)

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Hearing Impaired

Curriculum Guide

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Note: This curriculum guide is a service publication only. The official statement regarding the program for hearing impaired students is contained in the Special Education Program of Studies. The information in this guide is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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ACKNOWLEDGEMENTS

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ACADEMIC SECTION

Academic Section

V. 7

INTRODUCTION

A. GOALS

This curriculum guide is designed to assist families, school administrators and teachers who provide educational services to hearing impaired children throughout the Province of Alberta. The educational goals are consistent with those approved in the Legislature (May, 1978).

B. DESCRIPTION

This guide is designed to meet the needs of two groups of hearing impaired students:

- those in special classes
- those integrated into a regular classroom on a full- or part-time basis.

There is also a section dealing with programming and intervention strategies for the hearing impaired child in the years prior to school entry.

When appropriate, hearing impaired students should follow the regular curriculum for students in Alberta. This means, therefore, that this guide will be used by teachers in some settings as a support document to Alberta curricular materials, whereas in other teaching situations the guide will serve as the major curriculum.

C. STUDENT POPULATION

The term "hearing impaired" encompasses both deaf and hard-of-hearing students. A deaf person is one whose hearing is disabled to an extent (usually 70 dB ISO or greater) that precludes the understanding of speech through the ear alone, with or without the use of a hearing aid. A hard-of-hearing person is one whose hearing is disabled to an extent (usually 35 to 69 dB ISO) that makes difficult, but does not preclude, the understanding of speech through the ear alone, without or with a hearing aid.

For the purposes of this document hearing impairment of 25 dB ANSI or greater is educationally significant. Teachers of all students falling into this category of hearing impairment will find useful information in the methods and materials described in this guide.

D. IDENTIFICATION

Given that many hearing impaired students have congenital losses and that the primary effect is reduced or distorted speech, early identification and intervention is of paramount importance. It is essential that all hearing impaired children are identified at an early age and provided with immediate access to medical, audiological and educational services, and information about existing communication modes. Expert diagnosis and intervention are crucial to the educational success of a hearing impaired student.

E. STEPS TO TAKE IF HEARING LOSS IS SUSEPCTED

1. Pediatric Assessment with particular attention to the upper respiratory system.

2. Otologic and Audiologic Assessment to answer these questions:
   - what is the causal picture?
   - physical condition of the ears, nose, and throat;
   - is hearing involved?
   - if so, how much does the child hear?
   - what course of treatment and education is indicated?

3. Specific attention to factors affecting developmental language and speech, including social and economic deprivation.

4. If an irreversible loss is established, the physician should help parents bridge the gap from the medical to an educational program by referring them to an Alberta Education consultant for the hearing impaired.

F. EDUCATIONAL PLACEMENT

Within the Province of Alberta several alternatives for placement are available to parents for their hearing impaired children. These are as follows:

1. The Alberta School for the Deaf. This school, located in Edmonton, provides a variety of programs to meet the needs of severely, profoundly deaf students. Students live in residence or attend as day students.

2. Several of the larger school jurisdictions have classes for hearing impaired students located within regular schools. Students spend most of their instructional hours with teachers of the deaf but participate in classes with hearing students for certain activities.

3. Many hearing impaired students, particularly those with mild and moderate losses (see Figure II) are placed in a fully integrated situation where they receive their education in a regular classroom. Adequate support services are essential for the optimal educational success of these students.

   Hearing impaired children are eligible for funding through Early Childhood Services from the age of 2½ and preschool programs are available in some of the larger centers. Infant programs for younger children are also available and funded through Alberta Social Services and Community Health and other agencies.

   Professionals who are working with parents in choosing the most appropriate programs for their child must ensure that:

   a. an adequate diagnostic assessment has been carried out and the results understood by the parents;
   b. the parents are aware of all alternatives and have had an opportunity to visit the various settings.

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This curriculum guide is intended to ensure a basic consistency in aims and methodology throughout the province without restricting the creativity of schools and teachers in planning and presenting their educational programs.

Funding policies and regulations for providing specialized services in local jurisdictions are available from Alberta Education.

G. MODES OF COMMUNICATION

This curriculum guide is intended for use with hearing impaired students regardless of the mode of communication in use within programs. All programs for hearing impaired students should contain the following specialized components:

1. Use of residual hearing (through appropriate amplification and auditory training).
2. Language development (A.S.L. and Enlgish).
3. Speech-reading)
) These two are often referred to as oral skills.
4. Speech)

Some programs also use finger-spelling and sign language to promote language development. Total communication is a philosophy incorporating all forms of appropriate oral, manual and aural modes of communication in order to insure effective communication with and among hearing impaired persons.

While it is not possible for all school jurisdictions to provide all alternatives, it is the responsibility of professional advisers to provide parents with a description of all approaches and to encourage parents to visit various programs. It is important to advise parents to study all options and to be aware of the differences between programs in terms of educational goals and communication modes.

H. FOCUS

The challenge in the education of hearing impaired students is to provide educational experiences commensurate with their hearing peers and, in additon, provide necessary remedial or therapeutic programs in the areas of language and speech. The primary goal is to provide an environment and appropriate experiences to enhance communication skills. However, since language and speech cannot exist without content being communicated, information is imparted in any language or speech lesson, even during the earliest years. Teachers of young children should use topics from various curricular areas to motivate the students to learn new vocabulary and practise language patterns on material of high interest. As the student progresses through school the emphasis shifts to content subjects, and living and vocational areas. Nevertheless, teachers should continue to attend the needs of students in communication skills while teaching the knowledge necessary to post-secondary education and vocational preparation.

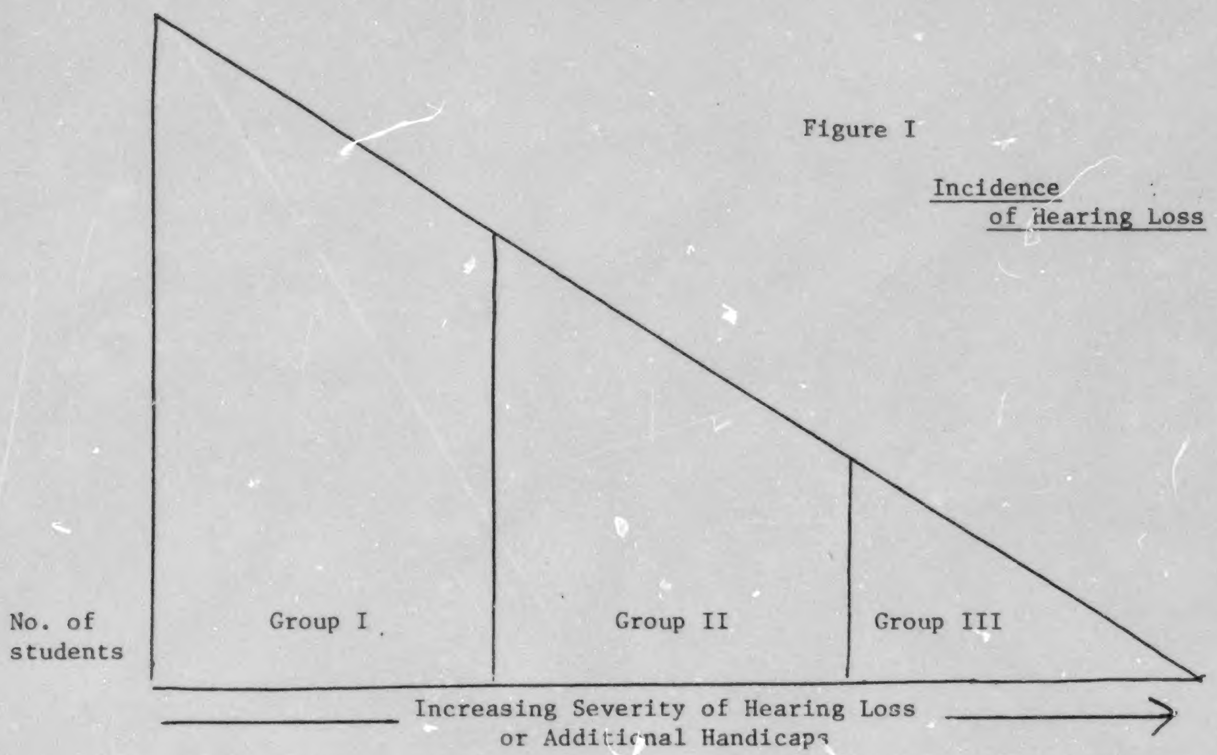

Figure I

Incidence of Hearing Loss

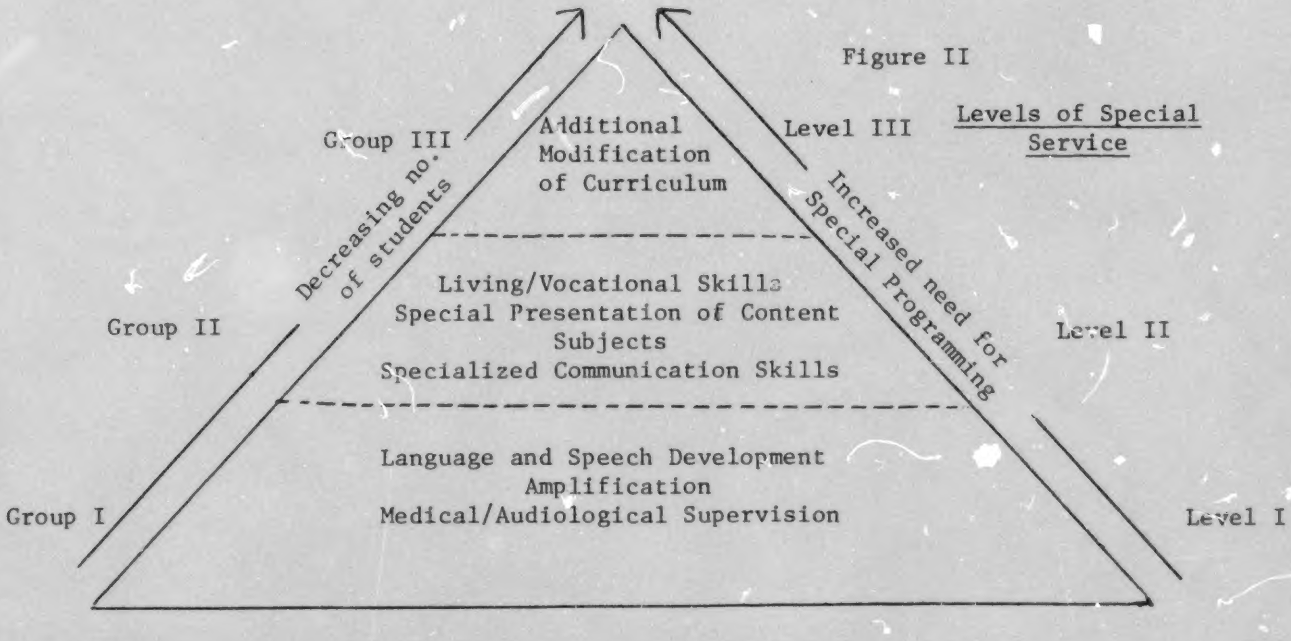
Group III
Group II
Group I
Decreasing no. of students
Additional Modification of Curriculum
Living/Vocational Skills
Special Presentation of Content Subjects
Specialized Communication Skills
Language and Speech Development
Amplification
Medical/Audiological Supervision
Increased need for Special Programming
Level III
Level II
Level I

Figure II

Levels of Special Service

Level I - Support service
Level II - Support service plus special program
Level III - Support service plus intensive special program

I. EDUCATIONAL PROGRAMMING

Figure I presents visually the fact that the majority of hearing impaired students are those with mild or moderate losses. As the severity of the disability increases the number of affected students decreases. Group I students are sometimes undetected in preschool years and even in the early grades. These are individuals who appear to daydream frequently, are inconsistent in auditory behavior, respond in a startled manner to sharp commands and may be frustrated and anxious underachievers. Their confused reactions to a muffled environment are frequently misdiagnosed as indicative of mental retardation or a learning disability. Their language development may follow normal patterns and, without close scrutiny, is not recognized as being immature in syntactic development and impoverished in range of vocabulary. Students with this level of hearing most often remain in regular classes; however, the Level I support services (see Figure II) are essential to their educational success.

As the hearing loss increases special programming should increase. Thus Group I students require support service only; Group II students require a special program in addition to support service; Group III students require an intensive special program in addition to support service (see Figure II).

Group II students (severe/profound losses) are usually diagnosed at a young age because the effects of their disability are obvious. Without Level II services (see Figure II) they will not develop communication skills. Group III includes students who have additional learning problems besides their hearing losses. It is estimated that over one-third of students in special programs for deaf students fall in this category. The special needs of these multi-handicapped hearing impaired students are not addressed in this guide, however, some sections would be helpful to teachers working with this group of students.

J. TESTING

Evaluation of all aspects of performance is essential for appropriate program planning. Prior to any academic assessment taking place, a thorough evaluation of the student's hearing and hearing aid and, where indicated, an assessment of visual function should occur. When testing a hearing impaired student the following points should be kept in mind:

1. The degree of hearing loss must be taken into consideration. Where a mild to moderate loss exists, and where the hearing impaired student is being educated with hearing peers, the assessment device norms will be the same as those used with the hearing classmates. In addition, all integrated students should be encouraged to write all examinations used in the classroom, including those required by the Student Evaluation Branch.

2. For the severely and profoundly hearing impaired, assessments normed on a like population should be used. Where such norms are not available for the assessment used, care must be exercised in interpreting results. Assessments normed on a deaf and hearing impaired population include the Stanford Achievement Test (Hearing Impaired version), the Weschler Intelligence Test for Children (Revised Edition), and the Huskey Nebraska Test of Learning Aptitude.

For further information on appropriate assessment instruments and strategies to be used with the deaf students, teachers should seek advice from an Alberta Education Consultant for the Hearing Impaired.

3. To evaluate performance in curricular areas for the purpose of program planning, teacher developed criterion referenced tests are recommended. Testing should be arranged in such a way that the hearing impaired student is being tested on the subject matter and not on communication skills. Orally presented tests can become merely exercises in speechreading and tests requiring oral answers are a test of speech intelligibility.

4. Abstract and non-visual ideas should be presented carefully and comprehension checked by asking for a paraphrase of the concept in the student's own words, not the same ones as those used by the teacher. Asking for appropriate but different examples of a concept is another way of checking understanding.

5. Where permitted, prior to the assessment beginning, examples should be used to clarify the test requirements. All assessments should be administered in the communication mode most familiar and comfortable to the student.

K. RECORD KEEPING

The monitoring of progress is extremely important, particularly when students are on individualized programs. Teachers should have a systematic approach to keeping track of topics covered, materials and text books used, and assessment of the pupil performance on each topic.

PRESCHOOL SECTION

A. ASSESSMENT AND PROGRAMMING

The initial assessment should involve an appropriate interdisciplinary team that will provide a comprehensive assessment of the medical, sensory, developmental and educational profile of the child. This initial assessment will establish whether or not other problems related to communication and socialization are present along with the hearing loss and will also provide base line data for future monitoring. All members of the assessment team should have input into planning the most appropriate program for the child and the representative from each discipline will recommend the future involvement necessary from that discipline in both programming and monitoring progress. The importance of vision assessment should be stressed. Surveys have demonstrated that 50% of hearing impaired children have concomitant visual anomalies; many of these are correctable. Because of the importance of vision to a hearing impaired child it is essential to ascertain such problems at the earliest possible time. The results of such assessments must be made available, by parental request, to the agency or school serving the child. Various agencies provide early intervention programming for hearing impaired pre-schoolers. These agencies include The Alberta School for the Deaf, E.C.S., Hearing and Speech Clinics, Public Health Units, Social Services, private schools and public schools.

Following assessment, arrangements must be made for the coordination of an individualized program for the child. The key worker for the child and his family may be a speech clinician, a public health nurse, an early childhood educator or an "intervener" with a social work background. Whatever the particular expertise of the key worker, she must be prepared to specialize in the area of hearing impairment and/or accept advice and direction from other members of the team who have expertise in other areas.

The role of the pre-school family key-worker is:

1. to provide support and encouragement to the family in realistic acceptance of the child as he is;
2. to provide information on hearing impairment to the family at the appropriate time;
3. to demonstrate appropriate ways of interacting with the hearing impaired child to the parents and other family members;
4. to plan activities for the child to facilitate development in all areas.

B. MODELS OF ORGANIZING SERVICE

There are seven basic types of program models which may serve the young hearing impaired child. There may be modifications on the following models, including use of aides and various combinations of methods of providing service. The arrangements for each child must be made with the parents, taking into consideration the location of the child's home in relation to available services and the role parents are able to play in relation to their job responsibilities and life style. Some advantages and disadvantages are listed for each model.

1. Home Visiting Program

A staff member visits the homes of the children on her caseload regularly.

Some advantages and disadvantages:

a. the child is seen in his own home, thus avoiding the fatigue or disruption of travel;
b. the mother and child are relaxed in their home environment;
c. the home visiting professional gains an intimate knowledge of the child's functioning in his own environment;
d. members of the extended family are encouraged to take responsibility for daily activities;
e. home visitng is very time consuming for professional staff and therefore very expensive.

2. Model Home Program

A house or apartment, furnished as a normal home, is used as the location for training mothers to work with their children. The mother and child visit the home on a regular basis.

Some advantages and disadvantages:

a. less time consuming for the professional;
b. more natural surroundings than a clinic;
c. the parent must bring the child into the setting involving problems of babysitting, travel, and disruption of the normal family routine.

3. Video-Tape Program

Parents with their deaf children attend a workshop where they may receive pertinent information and instruction on the use of the video-tape playback equipment.

Parents than return to their home with V.T.R. equipment. A teacher/coordinator telephones each family weekly and also organizes the distribution of tapes which are sent to the homes. Each tape may include a demonstration of the target activity with a child, suggestions of alternate ways of implementing the target behavior, and information for the parents on hearing loss and other related areas.

Some advantages and disadvantages:

a. it provides a service to parents in isolated rural communities where no other model of service is possible;
b. it provides parents with a visual model which may enhance carry-over into the home;
c. the program may not be tailored to individual needs.

4. Special Pre-School Class

Hearing impaired children attend a small group learning experience on a regular basis. Parents may be observers or participants in the classroom.

Some advantages and disadvantages:

a. the children receive direct tutorial assistance from a specially trained professional on a daily basis;
b. the children are involved in a setting which is equipped for their size and interests, and allows for a variety of activities similar to those in a regular early childhood program;
c. the children have a peer group with whom they can identify and communicate;
d. the children frequently spend as much time travelling as participating in the program;
e. parents may develop a "leave it to the teacher" attitude towards their child's development.

5. Integrated Pre-School Program

A hearing impaired child attends a pre-school program with normal hearing children on a regular basis. The program is supplemented by tutorial sessions by a specialist in hearing impairment.

Some advantages and disadvantages:

a. the child can attend a program in his community, avoiding travel time and fatigue;
b. the child may benefit from the activities and from the verbal stimulation of his peer group;
c. the teacher has a large number of children in her class and may not be able to provide individual attention;
d. the teacher may not have had any previous experience with hearing impairment;
e. support services may not be adequate to enable the child to succeed in the integrated environment;
f. in spite of all available help the child and family may feel isolated.

6. Clinical Appointment Model

The parent and child visit a specialist in a clinical setting at regular intervals.

Some advantages and disadvantages:

a. parent and child receive highly individualized programming specifically tailored to their needs;
b. by eliminating travel time, the professional has time to provide services to a greater number of families;
c. the setting may be threatening to the family;
d. transportation arrangments and travel time may be taxing on the family;
e. it is difficult to arrange for peer contact.

7. Correspondence Model

Parents receive programming support and suggestions through the mail.

Some advantages and disadvantages:

a. this may be a valuable support service for some parents, especially those in remote areas;
b. very impersonal;
c. hard to maintain motivation;
d. misunderstandings can occur in interpretation of correspondence.

C. FOCUS OF SERVICE

There are two major approaches to serving hearing impaired children. One is the parent-centered avenue, and the other is direct professional work with the child.

In parent-centered programs the goal is to educate the parents to work with their child. Parents may be given instruction in areas such as behavior management, normal growth and development, speech and language development, sign language, hearing aids, audition, etc. Demonstration lessons and materials, and suggestions for games to play at home may also be provided.

The direct professional approach involves the therapist or teacher carrying out treatment with the child. The parent is kept informed of the daily progress of the child and is encouraged to follow up on the activities.

Most programs implementing the treatment model should be made to involve the parents in their child's program to the extent that they are able and willing. Direct intervention by professionals may be necessary for children to progress.

D. COMPONENTS OF A PRESCHOOL PROGRAM

Hearing impaired children require a balanced and varied sequence of activities planned to encourage development in all areas of growth. The joy of childhood must be maintained, and children should not be subjected to overzealous attention to remedial and therapeutic techniques relating to the hearing loss.

The program, in an enjoyable "play" format, should include":

1. Opportunity for physical activity:
   - healthy and safe outlets for energy
   - encouragement of large muscle skills including climbing, riding wheeled toys, swimming, skating, etc.

2. Activities planned to promote social skills:
   - sharing, cooperating
   - following simple rules
   - taking responsibility for small tasks.

3. Access to materials and equipment designed to encourage development of cognitive skills:
   - sorting and matching
   - reading picture books
   - building with blocks, etc.

All activities must be conducted in an atmosphere conducive to enjoyment and enthusiastic participation. The hearing impaired child should be encouraged to play in creative and spontaneous ways. The attendant adult must be alert to the behavior of the child in order to encourage his curiosity and confirm his feelings of self-confidence and self-worth.

All of the above is consistent with current philosophy and practice in preschool programs for hearing children. The differences for hearing impaired children come in the additional assistance they need in the following areas:

1. use of residual hearing;
2. language development,
3. communication skills (speech-reading, speech, sign language);
4. pre-academic skills;
5. selection of communication modes.

1. Use of Residual Hearing (auditory training)

   At the preschool level the basics of auditory training are:

   a. helping the child to accept and enjoy his hearing aid;
   b. stimulating interest in sounds leading to discrimination and recognition of environmental and speech sounds;
   c. encouraging the child's attention to voice, using every opportunity to make speech sounds meaningful to the child;
   d. associating sounds with signs.

   (For further information see Auditory Training, page 21.)

2. Language Development

   Through observation of spontaneous play the attendant adult will recognize the beginnings of language. "Pretending" is a prerequisite to language development. When interacting with the child, adults must be prepared to enter into his games and to communicate at his level in non-verbal communication, e.g. body language, gestures, fingerspelling, signs; in manipulation of toys and in drawings. Photographs and objects, e.g. pine cones collected from camping, trigger memories and associations, the beginnings of inner language.

   The teacher needs to be familiar with normal language development in order to appropriately sequence language experiences for the child.

3. Communication Skills

Areas included are facial expressions, gestures, sign language, speech, speechreading, use of residual hearing, etc.

Depending on the levels of hearing loss, the emphasis on each of these will vary. Residual hearing, with amplification, supplemented by speech reading, may be adequate for the development of receptive language and speech for some children. Other children would benefit from the added use of sign language from the day of diagnosis.

Language lessons should be conducted in the mode of the parents choice, and they should be fun and pleasurable activities. It may be helpful to keep lists of known words, to allow for review and as a subsequent basis for beginning reading.

Speech development begins with babbling and, with careful, natural, and sensitive shaping by the attendant adult, it gradually approaches spoken language. Mutual imitation and reinforcement of vocalizations are the major technqiues in shaping early speech development.

Sign language development also has several stages from expressing concrete needs to abstract ideas (Klima and Beluggi, 1979).

4. Pre-academic Skills

The printed word is easier to recognize than the speech-read word. For this reason, the printed word can be introduced to three or four year old hearing impaired children. Reading is another avenue to language development. Children should not, however, be expected to write legibly or to read at this young age. They should be exposed and allowed access to a variety of materials for writing (felt pens, crayons, chalk, paints, etc.), and a variety of materials for "reading" (picture books, catalogues, etc.). These are the foundations of beginning writing and reading skills.

It must be remembered that for the hearing impaired child, as with the hearing child, reading and writing are skills based on the effective use of communication; communication meaning verbal language and/or sign language that is related to real experiences.

Knowledge of normal development (cognitive, physical, social, etc.) is necessary in planning a comprehensive and balanced program for the hearing impaired child. The numerous resources available for planning programs for hearing impaired children may be readily adapted for use with hearing impaired children.

5. Selection of Communication Modes

The decision on modes of communication to be used lies with the parents, but they are dependent on input from professionals in order to make an informed choice.

If sign language is being used, the parents must be given an opportunity to learn to sign as well as to stimulate verbal skills. In this way, the hearing impaired child will develop language in a manner similar to a hearing child.

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COMMUNICATION MODES

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A. INTRODUCTION

This section includes guidelines for auditory training, speechreading, sign-language and speech.

The first two topics deal with skills in receiving spoken language. All hearing impaired children, regardless of the severity of their hearing losses, should be encouraged and trained to use their residual hearing. In some programs for young children the primary emphasis is on auditory development with the secondary focus on use of vision in communication. This curriculum guide allows for individual programs and parents to decide on their own philosophy and emphasis. All programs should include auditory training as an essential component of skill development and also provide systematic practice in speechreading. It is important to note however, that speech and auditory training should not be used to the exclusion of sign language or other modes of communication.

Sign-language is both a receptive and expressive system. Some confusion and anxiety is occasionally aroused when people who are newcomers to the world of the deaf become aware of the variety of signs, sign systems and their supporting published materials.

All living languages are constantly in a state of change and the language of the deaf is no exception. Local dialects flourish and new signs are invented as new ideas and persons are in the news. The writers of this curriculum support the use of American Sign Language (A.S.L.) as the primary language of the majority of deaf adults. A.S.L. must be accorded the dignity and value equivalent to English and French in our Canadian culture. Deaf students will use A.S.L. as they participate in the society of the deaf.

The responsibility of teachers in the classroom is to teach the language of the wider society which, in Alberta, is English. The sign-language of classroom instruction should be compatible with English in terms of word order, inflections and the inclusion of function words.

There have been many attempts to standardize the modifications which bridge the differences between A.S.L. and English. Some of these variations are quite complicated. Teachers are warned against becoming committed to some unique system which may isolate the students they teach from users of a more widely accepted form of sign-language.

The speech section is based on the Ling approach. Regardless of other modes of communication being used, teachers should be committed to encouraging hearing impaired students to practise the use of their speech skills systematically and with an ever widening range of communication partners. The use of alternative communication modes, including these listed above and reading and writing, will develop language, cognitive and social skills, but in many settings the ability to articulate even a few words clearly may be an asset to a hearing impaired person.

B. AUDITORY TRAINING

1. Introduction

The main goal is to improve the child's communication skills by increasing the amount of information that is available through audition. Training auditory awareness does not imply that the child will ultimately be able to discriminate all the sounds of speech, but he may develop skills to obtain some degree of verbal comprehension. It is suggested that auditory training, to increase the child's ability to communicate meaningfully with his environment, is composed of two basic areas:

a. Natural

The child's exposure to environmental and speech sounds within his everyday experiences at home and school.

b. Planned

Formal auditory training exercises to increase the child's understanding of his environment. These structured sessions would include discrimination training within speech and language in addition to environmental sounds.

2. Foundations of a General Listening Attitude

a. Appropriate Amplification

It is of primary importance that each child is fitted with amplification which provides maximum gain for the detection of sound. This should be done by a qualified audiologist. The information from the audiological assessment is essential. It should include:

(1) an unaided audiogram which provides a general idea of response to pure tone sounds without amplification;

(2) an aided audiogram using personal aid or school auditory trainer which provides a general idea of response to pure tone sounds with amplification;

(3) a speech reception threshold (S.R.T.) which indicates the minimum intensity at which the child can identify words or connected speech utterances;

(4) a speech discrimination score which indicates the extent to which a child can identify phonetically-balanced (PB) words or connected speech utterances;

(5) a precribed volume level which indicates the setting at which the amplification system will function optimally for the individual.

If such information is not provided it is the teacher's responsibility to see that it is obtained. On an on-going basis, it is recommended that the child receive an audiological examination yearly and that the hearing aid frequency response be checked by an audiologist every six months.

b. Consistent Use of Amplification

Only consistent use of amplification systems will make continuous auditory experiences available to the child. The use of amplification must extend from the school to the home; it must become an integral part not only of the educational process, but also of the living process. Therefore a combined effort between the school and the home will be necessary to ensure that this takes place. Two strategies designed to accomplish this are:

(1) to reinforce the wearing of hearing aids upon arrival at and departure from schools, e.g. perhaps each child could have an individual poster on which he places a sticker if he comes to school wearing his aid;

(2) to reinforce consistent use over the holidays by a system which would encourage daily monitoring of aids by parents and children, e.g. a contract system which indicates a reward to be given by the school for a specific amount of days in which the aid was worn.

If amplification systems are to be worn at all times, spare parts and loaner aids are necessary when breakdowns occur. The school and the parents need to cooperate to locate a source for these essential parts. Investigation of insurance coverage for loss and/or damage of the aids is recommended for parents. Information about financial support for hearing aids, etc. is available from Alberta Social Services and Community Health - Aids for Daily Living.

c. Careful Management of Amplification Systems

It is only reasonable to reinforce and encourage a child to use amplification when it is in good functioning order and is providing the appropriate gain. Therefore daily monitoring is essential. If minor problems occur, consult the Special Education Handbook section "The Hearing Impaired Student in the Regular Classroom, Appendix B, Troubleshooting". If there is a more serious problem the teacher should consult the audiologist.

A daily monitoring procedure includes:

- a quick visual check of all component parts to ensure that they are clean and not broken;
- a listening check to determine whether the amplification is working properly. This is best accomplished by using a special device which attaches to the receiver (check with audiologist for information);

- the Five Sound Test Developed by Daniel Ling (/u/, /a/, /i/, /ʃ/, /s/) to indicate response to speech stimuli through aid. Response to these sounds will be determined by the amount and use of residual hearing;

- careful attention to the child's response to auditory stimuli throughout the day, as an indication of the functioning quality of the aid.

Initially parents and teachers may be concerned with the management of the aids; however, it should be the aim to encourage the child to accept increasing responsibility for them.

Self-management skills entail:

- appropriate handling of the aids;
- proper adjustment of the settings, e.g. on/off, volume and telephone switch;
- washing molds;
- replacing batteries;
- reporting malfunctioning aids.

The above skills should always be reinforced, and although the child may identify a malfunctioning aid at an inconvenient time, a prompt response will encourage the child to continue self-monitoring.

d. Attention to Acoustic Environment

In addition to providing the child with suitable amplification it is also important to maximize the child's ability to discriminate meaningful sounds by structuring a suitable acoustic environment. The auditory environs, whether within the integrated classroom, special class, or home, should allow the child to hear his own or other's speech over and above background noise. It should be remembered that peripheral noises, such as electric fans, heating systems, typewriters and people walking, may be louder than the focal sounds on which the child may be attempting to concentrate. Hence ambient noise could preclude the hearing impaired child from discriminating speech.

The student should be provided with the most favorable listening conditions, to encourage him to take advantage of natural auditory experiences and formal instruction. In a special classroom it is assumed that several hearing impaired students will be receiving instruction within the same setting, and special acoustic treatment would be justified; namely carpeting, acoustic ceiling tiles, drapes, and the reduction of "hard" surfaces. When a hearing impaired student has been integrated into a regular classroom it should be the responsibility of the itinerant and classroom teachers to analyze the external and within ambient noise in terms of excessive reverberance, and distracting auditory stimuli and acoustic noise. It is essential that instruction be provided within a three meter range of the microphone of the student's hearing aid, and that conversation or auditory experiences should not be masked by competing environmental noise.

Although the acoustic environment may be favorable, there are auditory stimuli that hearing impaired students find difficult to process. This is especially true with comprehending speech projected on a radio, record player, tape recorder, film soundtrack, television or a school public address system. Even though there is little competing background noise in the classroom, during these auditory presentations, the speech is often rather distorted and too rapid to be intelligible to the hearing impaired student. Some students may benefit from a direct cable connection between selected hearing aids and some auditory equipment, e.g. tape recorder. Other students would receive the most benefit from a written summary of the auditory material or from reading a booklet that may accompany the presentation, e.g. a film strip booklet. In addition, an interpreter using appropriate expressive sign language may be helpful.

3. Auditory Skill Training

a. The Equipment

In approaching the task of auditory training the teacher may have one or both of two types of available amplification:

(1) Auditory Trainers - Auditory trainers that provide input through environmental and radio transmitter-microphones are in common use with the more severely hearing impaired students in Alberta. They are valuable devices due to their versatility. They can function as regular body aids allowing students to hear their own voices or environmental sounds. In addition, they serve as specialized auditory training units via radio circuits connecting the teacher's microphone and the student's "crystals" in their receivers. The radio circuit is not limited in use to a particular room, but is operational over a range of several hundred feet. When used well they can provide good auditory training experiences for the student. As emphasis should be placed on providing an optimal auditory environment the following suggestions are given:

(a) Radio-circuit auditory trainers should only be used after consultation with the audiologist, who can establish if this type of aid is more adequate in detecting speech than the use of personal hearing aids. The audiologist should check the functioning of the units and recommend the volume settings.

(b) The teacher should be completely familiar with the training device and be fully aware of its versatile nature, using the radio channels and environmental controls appropriately. Meaningless and distracting stimuli must be avoided. For example, if a group is being provided direct instruction and the rest of the class is working on a different task, all the students should not be tuned-in to the same radio circuit. Similarly, when a class adjourns for recess, the teacher should turn off the teacher microphone before leaving the room. If the trainer is to be used in a regular classroom the itinerant teacher for the hearing impaired must be responsible for providing inservice to the classroom teacher and assisting with its use.

(2) Personal Hearing Aids - Personal hearing aids provide the student with auditory information through environments, microphones which amplify all sounds, including speech, within the student's immediate vicinity. Often those with less severe hearing impairments will wear personal hearing aids for both home and school use. Other students will use auditory trainers at school and personal hearing aids at home. The latter group should be given the opportunity to wear their own aids for school auditory training activities, from time to time. This will provide them with the opportunity to relate school auditory experiences to those of the home and vice versa. This may be emphasized particularly towards the end of the school year, when easing the transition from one type of amplification to the other is important. It should be remembered that students who have been provided with new personal hearing aids, especially those receiving an aid for the first time, will need an appropriate training period, where activities are focused on facilitating auditory adjustment to the amplification.

b. Natural Environment

Assuming that the student is fitted with appropriate amplification, and that a suitable acoustic environment has been structured, valuable auditory training can take place within everyday classroom activities. The teacher should provide enriching auditory experiences, which can be threaded through the hearing impaired student's day. Opportunities for auditory training should be optimized, and could take two forms:

(1) taking advantage of spontaneous environmental sounds;
(2) planning for integrated auditory training experiences in lessons.

Objective 1 - training auditory detection, discrimination, identification and comprehension of environmental sounds that occur spontaneously in the student's environment.

Strategies: External noises may occur during the student's day, e.g. an airplane, an ambulance siren or dog barking. Awareness or detection of "sound" versus "no sound" should be discussed. Discrimination can be emphasized via selected environmental noises, e.g. a hammering sound. With the latter noise "faster" versus "slower" rhythms could be noted, as well as intensity, "louder" versus "softer".

Although it is not suggested that activities be interrupted constantly for spontaneous auditory training, occasional acoustic events can be capitalized to provide experimental learning.

Objective 2 - training auditory detection, discrimination, identification and comprehension of environmental and speech sounds through incidentally planned activities during the school day.

Strategies: Lessons in language, reading, social studies and science can provide rich opportunities for expansion of the student's auditory discrimination. In each area stories can be dramatized to emphasize sound discrimination, e.g. "huff-puff" in the "Three Little Pigs", "trip-trap" in "Billy Goats Gruff", or distinguishing the gruff voice of the troll from the higher voice of the small goat.

Field trips, sports or outdoor education can include auditory detection and discrimination activities, e.g. traffic noises where the difference between "A car is coming" and "No cars can be heard" may be stressed. A visit to the zoo could provide opportunities for the discrimination of various animal noises, and a track and field event could provide practice with the detection of "sound" versus "no sound", using a starting pistol or whistle.

Though auditory training is not a formal part of every lesson or activity, it is the teacher's responsibility to provide opportunities for auditory awareness activities during the school day. Cooperation between home and school is emphasized to enable parents to include auditory training experiences within home activities, during the school year and holidays. As listening attitudes are formed early in life this integrated approach, involving home and school, is especially important for young children. Where the hearing impaired student is integrated in a regular classroom the itinerant teacher should suggest suitable times of the school day where the classroom teacher can develop auditory awareness and discrimination productively.

c. Planned Training

In planned auditory training three general objectives emerge. These are to improve:

(1) the detection, discrimination, identification and comprehension of environmental sounds;
(2) understanding of spoken language;
(3) the speech intelligibility of the students.

With reference to these goals, the teacher needs to be sensitive to the physiological limitations indicated by the student's hearing loss and the acoustic characteristics of the materials to be presented. Hence, attention must be paid to the individual student's audiogram and the power of the acoustic signal and its frequency range. Due to the widely varying degrees of hearing loss often encountered in the special classroom, organization needs to be flexible. Grouping may vary or activities may be modified to suit individual needs. Within an integrated setting it should be the responsibility of the itinerant teacher to provide instruction in this area if necessary.

Objective 1 - detection, discrimination, identification and comprehension of environmental sounds.

Listening to environmental sounds will not have a direct effect on the auditory comprehension of language. However, the study may derive many benefits from planned exposure to environmental auditory experiences as divergent as the appreciation of music and the awareness of potential danger as presented by on-coming traffic. Perhaps the most valuable contribution of this objective is the psychological link that is built between the student and his environment.

Objective 2 - understanding of spoken language.

Spoken language is generally the aspect of the auditory environment on which attention if focused. Therefore the hearing impaired student will need to develop skills in the auditory comprehension of connected meaningful speech. These listening skills may serve to develop receptive as well as expressive ability.

The speech program developed by D. Ling is based upon optimal use of hearing in acquisition of phonetic elements. However, a comprehensive aural habitation program must include phonologic material for practice. The Auditory Skills Curriculum developed by the office of the Los Angeles County Superintendent of Schools (see Resources) is recommended as a good resource in the development of a systematic program. It features a sequence of skills concurrently developed as well as an abundance of activities coded for preschool, primary, intermediate and secondary levels.

Objective 3 - improvement of speech intelligibility.

This objective is closely linked to the phonetic level of the speech program.

> "We treat speech acquisition as the basis of auditory training. In the development of each subskill the child is expected, within the limits of his capacity to hear, to be auditorily aware of the sounds he produces, to discriminate between them, and to identify these patterns when produced by others." (Ling, 1976, page 4-5).

Ling also points out that the use of speech itself is one of the most effective forms of auditory training practice. Self-monitoring of personal speech aids not only in expressive language but also in discrimination.

Note: Hearing impaired students must be informed of the quality of their voice -- speech proficiency and competency, otherwise they eventually face embarrassing situations upon discovering that their speech is incomprehensible and unintelligible.

4. Auditory Training Resources

Birkenshaw, Lois. Music for Fun, Music for Learning (second edition). Toronto: Holt Rinehart and Winston, 1977.

Carhart, R. "Auditory Training". Hearing and Deafness. ed. Hallowell Davis. New York: Holt, Rinehart and Winston, 1978.

Ling, D. Speech and the Hearing Impaired Child: Theory and Practice. Washington, D.C.: A. G. Bell Association for the Deaf, Inc., 1976.

Ling, Daniel and A. H. Ling. Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. Washington, D.C.: The Alexander Graham Bell Association for the Deaf, Inc., 1978.

Lowell, E. L. and M. Stoner. Play it By Ear. Los Angeles: John Tracy Clinic, 1963

Office of the Los Angeles Country Superintendent of Schools. Auditory Skills Curriculum Foreworks. North Hollywood, California: 1976.

Sanders, D. A. Aural Rehabilitation. Englewood Cliffs: Prentice-Hall, Inc., 1971.

Wagner, G., M. Hosier and M. Blackmon. Listening Games, Building Listening Skills with Instructional Games. Darien, Conn.: Teachers Publishing Corp., 1970.

C. SPEECHREADING

Speechreading is a valuable skill to be encouraged to the student's highest level of ability. This skill develops naturally, in conjunction with expressive language and speech. Maximum opportunity should be provided for the student to process information through this channel, but it should not be allowed to usurp the role of audition.

It is recommended that speechreading be incorporated into routine school activities, rather than be taught in a regular time schedule. In a total communication program, this helps prepare the student to deal with situations where manual communication is not available. However, formal systematic training will prove valuable in cases of adventitious deafness, where the onset of the hearing loss has occurred after the development of spoken language.

The text Speechreading by Jeffers and Barley is a good reference. Other resources are listed.

Resources

Haspiel, George S. A Synthetic Approach to Lip Reading - Materials for the Child of Grade School Age. Magnolia, Massachusetts: Expression Company, 1969.

Jeffers, Janet and Margaret Barley. Speechreading. Springfield, Ill.: Charles C. Thomas, 1971.

Samuelson, Estelle E. and Minnie B. Fabregas. A Treasure Chest of Games for Lipreading Teachers. Washington, D.C.: The A. G. Bell Association for the Deaf.

D. SIGN LANGUAGE

1. Introduction

There are some hearing impaired students whose competency in oral english is likely not to be far advanced. For that minority this section on sign language was developed.

Recent research indicates that American Sign Language (A.S.L.), and English are two separate and distinct languages. The stages of development in the acquisition of A.S.L. with deaf children parellel the development of English in children with normal hearing (Klima and Beluggi, 1979).

In free settings, A.S.L. has been acquired or is being acquired in a colloquial and social frame of reference. At the same time, English is being taught through an acquisition process with the use of speech and Manually Coded English (M.C.E.). M.C.E. puts signs in English word order, uses special sign markers for morphemes such as "ing", etc. and sometimes incorporates finger spelling where English words are spelled out.

Hearing impaired children should be permitted to experience flexibility in communication. Thus A.S.L. may be used in the classroom as the language of instruction for specific clarification of difficult concepts and to explain English reading material in curriculum related subject areas. In these situations A.S.L. functions as a natural communicative base language to help understand English.

The opportunity to develop a good self-concept may therefore be enhanced in those hearing impaired children who are given the freedom to work with their familiar and comfortable form of communication.

Note: Teachers should be familiar with A.S.L. so that they may be in a position to use it as a medium for teaching English. This does not mean that teachers are required to teach A.S.L. if the H.I. child is able to use English as a language base.

2. Guidelines for the Use of the American Sign Language (A.S.L.)

a. Recognize, appreciate and work with the varieties of communication/language backgrounds that students have.

b. Accept and use A.S.L. as a colloquial form of communication with students and as one of the aids to teaching English and concepts in other subjects.

c. Carefully consider error in English expression in any mode, e.g. written, spoken, M.C.E., as possible attempts to use A.S.L. or P.S.E. (Pidgin Signed English). Use paraphrasing techniques to check meaning and indicate distinctions between A.S.L. and English without undue criticism.

d. Allow students to appreciate and develop structures of A.S.L. and standard English. Emphasize to students the fact that M.C.E. is a form of English, not a form of A.S.L.

e. Upgrade skills in A.S.L. and M.C.E. and encourage the same opportunity to family and friends.

f. Relate A.S.L. to other languages and how recent research indicates written glosses and notation systems to help understand A.S.L. through English.

g. Refer to references and resources listed on page 36 for suggested procedures in translation and transformation work.

h. Refer to Deaf Studies in the hearing impaired curriculum and deaf adult models for advice and support in educating students in the meaning and use of A.S.L. within their culture, i.e. expression, inflection, common responses, local and regional variations.

3. Teaching Suggestions for A.S.L.

a. Syntax

OBJECTIVES	STRATEGIES	MATERIALS
Translates between A.S.L. and English, demonstrating Syntax differences and similar semantics.	Use pictures, flash cards, sentence strips, chalkboard, demonstration in A.S.L. and M.C.E.	I Want to Talk. A Basic Course. Intermediate Sign Language.
Illustrates sign idioms (colloquialisms and English idioms including conversation type responses to questions and comments, e.g. yeh, really?).	Use role play (creative drama) and video tapes.	Conversational Sign Language.
Classifies sentence type structures, e.g. questions, comments, statements, negatives, of A.S.L. and translates them into English.	Provide practice through writing, role playing, overhead projector. Demonstrate appropriate facial expressions.	American Sign Language. A Basic Course. Sign Language Studies.
Demonstrates A.S.L. inflections of body language and non-manual behaviors and English inflections which show degree, intonation, emphasis, etc.	Use role playing in real live situation. Use video tapes.	American Sign Language.
Constructs transformations within A.S.L. and demonstrates how transformations occur in English	Provide exercises in expansion and contraction through column work.	A Basic Course.

b. Vocabulary - Lexical

OBJECTIVES	STRATEGIES	MATERIALS
Fingerspells names, places and other words for practice in clarity and reading fingerspelling skillfully.	Use category games, bingo, scrabble, fingerspelling.	Games & Activities. Play It By Sign. Signs for All Seasons.
Classifies signs according to handshapes, movement and meaning.	Use games, story creation within one category, imitation.	Sign Language. Joy of Signing. Games & Activities.
Associates signs with English words.	Use matching dictation. Have fingerspell spelling "bees". Play bingo. Use overhead.	Joy of Signing. Amer. Sign Language. Play It By Sign. Signs for All Seasons.
Lists fingerspelling loaners, e.g. why, what, job, used in place of a sign.	Play small group games.	Amer. Sign Language; Teacher's Text.
Generates use of sign classifiers in stories, narratives, songs, poems, idioms, riddles, jokes to examplify nouns in position, movement and time and adjectives in qualities and quantities.	Use telephone game ("pass-it-on"). Use video tapes. Invite deaf models.	Games & Activities. Play It By Sign.
Contrasts movement of same sign indicating noun or verb, e.g. chair - sit, plane - fly.	Demonstrate and have student use in sentences and translate into English.	Amer. Sign Language; Teacher's Text. Sign Language Studies.
Translates A.S.L. pluralization into English phrases and the reverse.	Use recitation, group interaction and games.	Amer. Sign Language; Teacher's Text.
Demonstrates multiple signs for same English word that have different semantics, e.g. possessive "have", must "have to", past "have been".	Use overhead, pictures. Have students practise sentences in A.S.L. and English.	Visual Language Overheads.

OBJECTIVES	STRATEGIES	MATERIALS
Executes examples of directional verbs, e.g. give, show.	Have students use in sentences and relate to English. Provide translation demonstration.	Course in Sign Language. Sign Language Studies.
Converts expression of time concepts between A.S.L. and English.	Use demonstrations of time (distant - past to distant future); use time line. Use overhead projector.	Amer. Sign Language; Teacher's Text.
Discriminates between who and what pronoun indicators, in A.S.L., e.g. you, yours, yourself.	Have students use in sentences.	Amer. Sign Language; Teacher's Text.
Contrasts signs that look similar, e.g. lost, finished.	Demonstrate use in context.	Conversational Sign Language II.

c. Advanced Enrichment

Contrasts and compares (iconicity and arbitrary aspects in A.S.L. signs).	Provide demonstrations with pictures; show differences.	see c. Journals. Amer. Sign Language; Teacher's Text.
Reports on history, evolution, roots of signs and A.S.L., S.L. systems in Canada: Canadian S.L., Quebec S.L., Eskimo S.L., Maritime S.L.	Have students do library research. Provide opportunity for presentation of skits.	see c. Journals.
Identifies varieties of sign language, e.g. British two handed fingerspelling, international signs, manually coded English systems.	Have students do library research. Use debate; class presentation.	
Dramatizes the social situations between deaf and hearing people who demonstrate the use of P.S.E.	Provide small group work. Use role play.	Amer. Sign Language; Teacher's Text.

4. Guidelines for Use of Manually Coded English (M.C.E.)

a. Syntactic

(1) Use English word order with voice.

(2) Fingerspell or sign all function words such as determiners and articles.

(3) Fingerspell or sign the various forms of "to be" - is, am, are, was, were, be, been.

(4) Fingerspell or sign the following regular markers or morphemes, fingerspell only all irregular forms of past tense verbs:

- Progressive (-ing)
  Verbs only ("running", "walking")
- Past-tense (-ed)
- Third-Person Singular (-s)
  Verbs only ("runs", "walks")
- Past-participle (-en)
  Verbs only ("taken", "spoken")
- Plural (-s)
  However, irregular plurals are pluralized by repetition ("children") or fingerspelled.
- Possessive (-'s)
- Comparative (er)
- Superlative (-est).

(5) Fingerspell or sign the following derivational affixes:

- Negativizer (un-)
  Used to negate adjectives ("unhappy", "unsure", "incapable")
- Adverbializer (-ly)
- Used to transform adjectives to adverbs ("happily", "sadly")
- Agentive (-er)
  Used to transform verbs to nouns or to indicate agency is present ("swimmer", "teacher")
- ment, ness.

(6) Utilize sign principle of directionality as in give, show, etc. ("Please give me the book.").

(7) Utilize fingerspell principle of negative incorporation to parallel utterances ("dunno", "don't wanna").

b. Lexical

(1) Use a semantically based approach to vocabulary, e.g. different signs for "run" in "John runs home", "Can you run the meeting?".

(2) Use initialing for semantically related but lexically different signs in a thoughtful manner, e.g. FAMILY, GROUP, TEAM.

(3) Fingerspell items for which an existing sign may be more difficult or complex for the students than the spelling.

(4) Fingerspell those words whose signs in citation form may convey inappropriate information, e.g. LOOK U, Give B-A-C-K.

(5) Signs for needed words will be decided based on the following:
    - use of local sign or standard sign
    - use of another local sign
    - use of suggestions in existing books or from deaf adults
    - use of fingerspelling or creation of an appropriate sign suggested on advice from deaf adults.

(6) Contractions are to be dealt with as single sign items, e.g. CAN'T, WON'T, when appropriate signs are available or fingerspelled.

5. Parental Involvement

Parents should be encouraged to develop a repertoire of practical functional expressions in sign language in order to communicate effectively with their hearing impaired children. Use of sign language during dish washing, family dinner, and everyday doings are the key to language and conceptual development. The early years (2-5) of communication are determinants of language acquisition; if communication becomes a frustrating experience, language learning is minimized.

The attitude of the parents towards sign language influences the child. The child quickly realizes whether or not the parent considers the skill important, and most children are anxious to please. Parents need to be trained to use praise and encouragement constantly in the development of sign language.

Parents should be encouraged to contact deaf adults including parents of deaf children in order to appreciate their deaf children better. The deaf adults have an essential contribution to make to hearing parents' understanding of their deaf children.

Parents should be well-informed about the culture and give guidance as to information sources, e.g. Alberta School for the Deaf library, association within the deaf community.

6. A.S.L. Resources

a. Texts

Cokely, Dennis and Baker, Charlotte. *American Sign Language: A Teacher's Text on Grammar and Culture*. T.J. Publishers, 1980.

Fant, Louie J. *Intermediate Sign Language*. Joyce Media, Inc., 1980.

Fischer, Susan and Gough, Bonnie. "Verbs in American Sign Language", *Sign Language Studies*. 1978, 18, 17-48.

Hoemann, Harry W. and Lucafe, Rosemarie. *I Want to Talk: A Child Model of American Sign Language*. National Association of the Deaf, 1980 (and companion video-tape).

Humphries, Tom, Padden, Carol and O'Rourke, Terrence J. *A Basic Course in American Sign Language*. T.J. Publishers, 1980.

Ingram, Robert M. "Rhyme, Topic and Comment in the Syntex of American Sign Language". *Sign Language Studies*. 1978, 20, 193-218.

Kirchner, Suzie. *Play It By Sign*. Joyce Motion Picture Company, 1974.

Kirchner, Suzie. *Signs for All Seasons*. Joyce Motion Picture Company, 1977.

Madsen, Willard J. *Conversational Sign Language II, An Intermediate - Advanced Manual*. Gallaudet College, 1972.

Newby, Robert F. *Newby Visual Language Overheads*. Pennsylvania School for the Deaf, 1979.

Royster, Mary Anne. *Games and Activities for Sign Language Classes*. National Association of the Deaf

Vernon, M, Coley, J. and Ottinger, P. "The Use of Sign Language in the Reading-Language Development Process". *Sign Language Studies*. 1979, 22, 89-94.

b. Dictionaries

Riekehof, Lottie. *The Joy of Signing*. Gospel Publishing House, 1978.

Sternberg, Martin. *American Sign Language: A Comprehensive Dictionary*. Harper and Row, 1981.

Stokoe, William G., Casterline, Dorothy C. and Croneberg, Carl G. *A Dictionary of American Sign Language on Linguistic Principles*. New Edition, Linkstok Press, 1976.

c. Journals

Sign Language Studies

American Annals of the Deaf

Deaf American

Deaf Canadian

Reflections

d. M.C.E. Resources

Bornstein, H. "A Description of Some Current Sign Systems to Represent English". *American Annals of the Deaf*. 1973, 118, 454-470.

Bornstein, H., Saulnier, K. and Hamilton, L. "Signed English: A First Evaluation". *American Annals of the Deaf*. 1980, 125, 467-481.

Bornstein, H. and Saulnier, K. "Signed English: A Brief Follow-Up to the First Evaluation". *American Annals of the Deaf*. 1981, 126, 69-72.

Bornstein, H. et al (eds.). *The Signed English Dictionary*. Gallaudet College Press, 1975.

Cokely, Dennis. *Pre-College Programs: Guidelines for Manual Communication*. Gallaudet College Press, 1979.

Kluwin, Thomas N. "A Rationale for Modifying Classroom Signing Systems". *Sign Language Studies*. 1981, 31, 179-187.

Marmor, G.S. and Pettite, L. "Simultaneous Communication in the Classroom: How Well is English Grammar Represented?". *Sign Language Studies*. 1979, 99-136.

E. SPEECH

This section of the curriculum focuses on the acquisition of speech skills and provides guidelines for their development. Speech is defined as sound pattern production which carries the content of spoken language.

An effective speech curriculum should be developmental, based on current research, with provision for sequential teaching steps and techniques for evaluation. It should offer a multi-sensory approach for speech acquisition, and facilitate practice and usage in the child's everyday world.

For these reasons the program outlined in Speech and the Hearing-Impaired Child: Theory and Practice (Ling, 1976) is used as the speech curriculum in Alberta. This program requires the utmost use of residual hearing supplemented when necessary by other sensory modalities, i.e. visual, tactile, kinesthetic and proprioceptive. It is diagnostic and prescriptive and offers a developmental framework for speech acquisition, consisting of seven general stages with precise "targets" and sequential subskills. Specific teaching strategies are suggested for production of these targets, which are evaluated on an on-going, consistent basis. Practice of the newly acquired speech sounds to a level of automatic recall and transfer to the student's spontaneous speech is emphasized. While providing definite speech targets and methods of approach it does allow flexibility for individual preferences in planning instructional activities.

1. Pre-requisites for the Program

a. Audiological Assessment

Each student entering the program should have had a complete audiological assessment by a qualified audiologist. A copy of the recent audiogram should be supplied to the teacher, see Auditory Training Section.

b. Books and Materials

Teachers providing direct speech instruction should have individual working copies of the following:

(1) Speech and the Hearing-Impaired Child: Theory and Practice, D. Ling.

(2) Teacher/Clinician's Planbook and Guide to the Development of Speech Skills, D. Ling.

(3) Tablets of Phonetic Level Speech Evaluation (25 copies/tablet), D. Ling.

(4) Tablets of Phonological Speech Evaluation (25 copies/tablet), D. Ling.

Each student will require a *Cumulative Record of Speech Skill Acquisition*, D. Ling.

These materials may be obtained from the A.G. Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007.

All people involved with the hearing impaired student should have access to the above materials.

c. Equipment

A high-quality tape recorder for recording speech samples will be required.

Additional special purpose aids and equipment designed to provide help with specific speech aspects are available. Examples of these are auditory training units, voicing indicators, frequency spectographic display, voice intensity indicators, nasality indicators and computerized multidimensional display. Consultation with the student's audiologist or professionals in speech and hearing centers for detailed information on the advisability of such equipment is recommended.

2. Initiating the Program

a. Organizing Responsibilities

Responsibilities are carried out through an individual or team approach.

If a team approach is utilized, on-going dialogue concerning each student's speech targets is vital, even to the extent of having team members, e.g. teacher, speech clinician and audiologist, working on speech together in the classroom. Attention should be focused on a unified approach so that the student feels that speech is not isolated from the classroom, but an integral part of the day.

The roles of the personnel will vary according to their individual skills and competencies in carrying out the essential tasks. Periodically other personnel could be utilized to provide objectivity in evaluation.

Information about the speech program should be provided to the parents and regular classroom teachers having hearing impaired students in their classrooms. In addition, assistance could be enlisted from other interested people in the student's home and school environments, e.g. other teachers, relatives, neighbors and friends. The capabilities of support personnel to follow and carry out the program should be considered and their specific role discussed and clearly defined. Important factors to consider are the ability to act as good speech models and listeners, as well as to utilize situations to improve the student's oral communication skills and to reinforce and encourage his efforts.

b. Parental Involvement

There are five main areas of parental involvement.

(1) Consistent Use of Amplification - It is the responsibility of the parents to see that the hearing aid is set at the prescribed volume control and worn consistently.

(2) Attitude - The attitude of the parents towards speech influences the child. The child quickly realizes whether or not the parent considers the skill important, and most children are anxious to please.

(3) Reinforcement - Parents need to be trained to use praise and encouragement constantly in the development of speech. They must be made aware of the need to listen for the sounds acquired in therapy, or in the classroom, and to praise immediately, with a word, a sign, or an approving glance.

(4) Use of Practical Functional Expressions - Parents who are unable to become closely involved with the speech program should be encouraged to develop a repertoire of practical functional expressions in speech which will become a part of the family routine. It should be pointed out that activities such as eating meals, doing dishes, setting the table, sorting the laundry, playing cards, and going on family outings, are key periods for encouraging speech.

(5) Close Involvement with the Speech Program - Parents should attend sessions with the teacher regularly so that they may be aware of the targets on which their child is working. They should be provided with games and activities to stimulate these targets and encouraged to develop transfer of the skills acquired at school into the speech used at home.

Success in the speech program cannot be expected without parental involvement. The development of speech should be encouraged both at home and at school. This may be self-evident as far as an oral program is concerned, but it should also be made clear to parents using total communication.

3. The Program

a. Evaluation

It is essential to begin with a detailed evaluation at both the phonologic levels and the phonetic levels. However, this should not be attempted unless the child is vocalizing spontaneously. Detailed instructions of evaluation procedures are stated on pages 144-172 of the text: Speech and the Hearing-Impaired Child: Theory and Practice. by D. Ling.

Use of the natural language of the classroom in all content areas is essential in effecting the transfer of speech skills to the semantic level. The school program should provide a variety of opportunities for practising speech gains.

Only consistent practice throughout the day will strengthen the complex motor patterns required for natural running speech.

b. Adaptations to the Program

A basic developmental framework is provided in this program from which the teacher can build an individual plan necessary to meet the needs of each student. It is not a closed system; supplementary ideas and techniques from other approaches can be incorporated.

Its effectiveness will depend upon the adaptation of these supplementary resources within the framework provided. Although examples of strategies are given, the program largely relies upon the skills, creativity, and imagination of the teacher.

4. Conclusion

The development of speech is an interactive process with the emphasis on the dynamic communication between the student and the people in his world. Hence the student should be viewed as an active participant in the speech program. Through this communication the teacher learns about the student in order to design the program relevant to his interests and needs. In addition the attitude of people at home and school should be supportive of the student's attempts to verbalize, as this positive reinforcement will be a vital factor in encouraging the student to make further efforts. With this cooperative spirit established, the student should gain the confidence and desire to communicate with an ever-widening circle of the community.

5. Speech Resources

Atlantic Provinces Resource Centre for the Hearing Handicapped - Speech Curriculum. Amherst, Nova Scotia: Atlantic Provinces Resource Centre for the Heading Handicapped.

This speech curriculum for hearing impaired children is a comprehensive program which covers the following topics: evaluation and teaching of specific sounds, voice, rhythm, in speech practice. A useful glossary of speech terms is also included. This curriculum would provide a valuable resource for instructional planning.

Calvert, D.R. and Silverman, S.R. Speech and Deafness. Washington, D.C.: A.G. Bell Association for the Deaf, 1975.

This book has detailed information on the production, the teaching and the development of speech, as well as a chapter on the use of amplification by Dr. Ling. The various methods described are the Auditory Global Method, The Multisensory Syllable Unit Method, and the Association Phoneme Unit Method. The clarification of the various methods may be useful to people who are unfamiliar with recent and past trends in the education of the deaf. At the same time the book contains a great deal of sound advice for informed parents and educators on the use of amplification, mechanical aids and the production of speech sounds.

Cohen, Shirley. Accepting Individual Differences - Hearing Impairment (book and tape) and Can You Hear Me? (book). Niles, Illinois: Developmental Learning Materials, 1977.

This is a kit consisting of two books and a cassette tape. They are designed to provide basic information for the general public about hearing impairment.

The book Can You Hear Me? gives an overview of some of the implications of deafness with large colorful photographs, which would be particularly useful for introducing the problem to school age children.

The second book, Accepting Individual Differences - Hearing Impairment, encourages interaction with the hearing impaired through suggested activities and materials on various themes. The accompanying tape provides samples of the speech of hearing impaired children.

DuBard, Etiole. Teaching Aphasics and Other Language Deficient Children - Theory and Application of the Association Method. Jackson, Mississippi: University Press of Mississippi, 1974.

This book describes an educational approach based on the McGinnis method of teaching aphasic children. It provides an analysis of McGinnis's method in relation to the motor theory of speech production and a rationale for use of the method with language disordered children. The book's major features include a clarification of the procedures described in McGinnis's own book as well as suggestions for adaptation of principles of the approach to individual instructional programs.

Haycock, G.S. *The Teaching of Speech*. Washington, D.C.: Volta Bureau, 1933.

This text, although extremely old, can provide insight into articulation problems with specific strategies for remediation. It has proved useful for generations of teachers of the deaf.

Ling, A. and Ling, D. *Aural Habilitation*. Washington, D.C.: A.G. Bell Association for the Deaf, 1978.

This readable introductory text focuses on the development of the hearing impaired child's spoken language. The book deals with habilitation, or development, rather than rehabilitation, or remediation, and hence stresses early identification of the hearing loss, and early intervention with speech and language programming. The Lings discuss communication through the effective use of suitable amplification and individualized instruction. They provide capsules of information for the parent, teacher/clinician, administrator involved with hearing impaired children, or the education, audiology or speech pathology student. The information emphasizes maximizing the child's residual hearing, speech assessment and teaching, language development and program designs. The book is pre-requisite reading for *Speech and the Hearing-Impaired Child: Theory and Practice*, and provides an excellent background to the speech curriculum.

Ling, D. *Speech and the Hearing Impaired Child: Theory and Practice*. Washington, D.C.: A.G. Bell Association for the Deaf, 1976.

McGinnis, Mildred A. *Aphasic Children - Identification and Education by the Association Method*. Washington, D.C.: A.G. Bell Association for the Deaf, 1963.

This book describes, predominantly through case studies, the Association Method which the author developed for both hearing and hearing impaired children, who exhibit extreme difficulty developing comprehension and use of speech and language.

Vorce, E. *Teaching Speech to Deaf Children*. Washington, D.C.: A.G. Bell Association for the Deaf, 1974.

This is a short, concise and easy-to-follow book that provides a developmental plan for teaching speech at the phonologic level. It also provides a list and description of games and equipment that may prove valuable in meeting the individual deaf child's needs.

6. Additional Speech Resources

Dawson, M. and Newman, G. Say and Hear - Oral Reading and Linguistics. Teacher's Edition. Westchester, Illinois: Benefic Press, 1969.

This book contains ideas for poetry, rhymes, riddles, stories, tongue twisters and short plays to encourage spontaneous speech. It focuses on specific sounds and sound groups and may be used with children of all ages.

Flowers, Ann M. The Big Book of Sounds. Danville, Illinois: The Interstate Printers and Publishers, Inc.

This is a compilation of word lists, sentences, verses and rhymes for speech work on consonants and consonant blends in different word positions. It is appropriate for elementary school children and may be used to provide additional practice in facilitating consistent use of the particular sound in spontaneous speech.

Hip Supporters Speech Packet. Dayton, Ohio: Patterson Kennedy School.

This is a packet of materials designed for use with the Ling speech method. The activities were developed by teachers of the deaf in the Dayton program.

Murphy, Harry J. and Schoenfield, Dianne Davis. Games Kids Like and More Games Kids Like (combined edition). Tucson, Arizona: Communication Skill Builders, Inc., 1975.

This is a booklet of over a hundred short games which can be used as extra practice or reinforcement for both speech and language skills. They are enjoyable for both home and school.

Parker, Jayne Hall. My Speech Workbook. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1972.

This is a series of workbooks containing materials and ideas for speech work on different consonant sounds. They include word lists, practice sentences, rhymes, riddles, poems, games, etc., and vary in difficulty from grade one to an intermediate primary level. The materials provide many practice exercises which may be used to involve parents and other individuals interested in improving the child's speech production.

Spirit Master Speech Therapy Workbooks. Kitchener, Ontario: Kahl's Incorporated, 1976.

Each of this series of spirit master workbooks contains a wide variety of highly motivating exercises on a particular consonant sound. They include hidden pictures, card games, picture puzzles, etc., which may be enjoyed by children of different ages and levels of speech acquisition. Some of the activities are open-ended and could be used in many ways by the creative speech teacher.

Systems O.N.E. Kit. Salt Lake City, Utah: Educational Media Center.

This kit is designed for teachers with hearing impaired children in their classrooms. The cassette tapes and filmstrips could also be valuable for people unfamiliar with hearing impairment who are involved with hearing impaired children in other educational settings.

This kit provids insight into the problems encountered by the hearing impaired child in processing and developing speech. It described the difficulties experienced by a child with a hearing loss and suggests techniques for encouraging speech.

It gives a clear explanation of the components, use and care of the hearing aid.

Information is provided on speechreading and auditory training for the hearing impaired child in a regular classroom.

THE LANGUAGE ARTS PROGRAM

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A. INTRODUCTION

The primary educational need of hearing impaired students is the development of language skills. Language is essential to emotional, social and cognitive growth and to the transmission of knowledge. All teachers of hearing impaired students are therefore teachers of language. Language dominates the curriculum and provides the techniques for searching out, recording and considering information.

By school age there are basically three groups of hearing impaired students:

1. Those whose language, although delayed, is following a developmental pattern similar to the language acquisition of students with normal hearing;

2. Those whose language is extremely limited and whose language utterances may be quite different in formation from normal early utterances;

   Language sample of a deaf student:
   Boy, age 10 years 8 months, severe to profound hearing impairment, prelingual onset, written sample (uncorrected);

   > "At Early morning family went to laked name is Pigeon Lake and have a picnic and family have a boat on the car and carried anything. family carried the boat to the lake and husband got rod and rode in the boat and fishing in the water and He got 35 fish and the boy carried the water in the pail and through out forest and poured the water out the pail and a little girl searched for the squirrel and found two quirrel and showed mother and mother cook anything to eat and and hit log and eat supper then went to sleep early and went in the tent and slept very fact. At Early morning family went home."

3. Those who have a well developed gesture or sign language which does not parallel English and who will therefore be learning English as a second language.

The needs of the three groups are therefore different: those in the first group will continue to develop language with a natural approach, whereas those in the second group require more structured teaching. Those in the third group should be accorded both the dignity and the cognitive advantage of continuing to use their language system until they develop usable knowledge of English. Included in this third group would also be students from non-English speaking homes.

The basic resources for teachers instructing students whose language is delayed, are the most recent Language Arts Curriculum Guides with suggested modifications discussed below.

For those teachers whose students require a more structured approach, the basic resource is:

> Blackwell et al. Sentences and Other Systems, A Language and Learning Curriculum for Hearing-Impaired Children. Washington, D.C.: A.G. Bell Association for the Deaf, 1978.

Sentences and other systems begins with three overview chapters on:

1. language problems of the hearing impaired and theories of language acquisition;
2. cognitive and linguistic development; and
3. the process of curriculum design. It is essential that all teachers study these chapters before moving to the sections on methodology.

The framework for the language development program includes four basic, ordered steps: exposure, recognition, comprehension and production. In addition reading and writing are major components.

The approach to syntactical development is through consistent use of five basic sentence patterns:

Sentence Pattern One -	The baby cries NP + V
Sentence Pattern Two -	The boy hit the ball $NP_1 + V + NP_2$
Sentence Pattern Three -	The building is tall $NP + be + NP_2$
Sentence Pattern Four -	The man was a baker $NP_1 + be + NP_2$
Sentence Pattern Five -	My house is on the hill NP + be + Adv.

Techniques of classroom use and development of the patterns into more complex sentences are described in detail. The final chapter deals with language assessment.

B. OBJECTIVES

General Language Arts Objectives for Grades 1 - 12

"Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasureful situations with the aim:

1. To develop awareness of and interest in how language works;

2. To develop an understanding and appreciation of a wide range of language use;

3. To develop flexibility in using language for a variety of purposes."

Elementary Language Arts Curriculum Guide (Alberta Education, 1982).

Specific Program Objective #1

ALL PROGRAMS SHOULD HAVE CLEARLY DELINEATED EVALUATION PROCEDURES WHICH ARE USED ON A REGULAR BASIS.

Initial assessment is basic to planning the language arts program (see K. Evaluation, page). Records from previous teachers and speech clinicians are therefore required. The results of initial evaluation will assist the teacher in determining the developmental language level of the student and the methods and materials needed.

Consistent monitoring of teaching strategies and student progress is essential and should be carried out on a systematic, regular basis.

Specific Program Objective #2

"A LANGUAGE ARTS PROGRAM WHICH PROVIDES FOR A BALANCED APPROACH MUST BE BASED ON THE INTEGRATIVE NATURE OF ALL ASPECTS OF RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS" (page 2, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

Components of the language program are:

Listening and Viewing Reading and Viewing	- Receptive
Speaking/Sign-Language Writing	- Expressive

"Language use reflects the interrelatedness of the process of listening, speaking, reading, writing and viewing" (page 3, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

Specific Program Objective #3

ALL PROGRAMS SHOULD PROVIDE FOR SEQUENTIAL DEVELOPMENT IN ALL SKILL AREAS.

Vocabulary
Language Structure
Reading
Handwriting
Typing
Spelling
Oral Expression
Written Expression

Specific Program Objective #4

ALL PROGRAMS SHOULD HAVE A SYSTEM OF RECORDING THEMES USED, CONTENT PRESENTED AND SKILL LEVELS ATTAINED.

The four major teaching steps are:

a. Exposure
b. Recognition
c. Comprehension
d. Production

Teachers of young children should list development of concepts such as color, shape and size. Teachers of older students should include vocabulary lists and syntactic structures. Note should also be made of whether there was simply exposure to these elements or whether the students progressed through recognition and comprehension to production. Weekly or monthly recording is recommended.

Specific Program Objective #5

PROGRAMS SHOULD PROVIDE EVIDENCE OF INTEGRATING LANGUAGE TEACHING IN ALL CLASSROOM ACTIVITIES.

Basic to all curricular planning in special education is the concept of integration of the activities in the classroom day rather than maintaining the traditional divisions of academic disciplines. Language teaching plays a unifying function. The thematic approach, as described in Sentences and Other Systems (Blackwell et al), provides the framework for this style of teaching.

Teachers should not feel constrained to use the themes suggested in the text. Rather they are encouraged to use topics from Alberta Education curricula for science and social studies, and the living and vocational skills section of this curriculum guide.

Current events, in particular, provide high interest themes. Elections, eclipses and international events such as the Olympic games are excellent motivators for language use.

Specific Program Objective #6

"TEACHERS IN ALL SUBJECTS MUST ASSUME RESPONSIBILITY FOR APPROPRIATE APPLICATION OF COMMUNICATION SKILLS AS THEY RELATE TO THEIR PARTICULAR AREAS" (page 3, Elementary Language Arts Curriculum Guide, Alberta Education, 1982).

At the elementary level it is easier to integrate subjects because one teacher usually has responsibility for teaching all subjects to her class. In the team-teaching situation, close liaison and joint planning are necessary to maintain consistency in expectations.

At the secondary level, the most commonly used system of organization is departmentalized teaching. In the integrated setting of a large system, the itinerant teacher provides a coordinating function and assists the hearing impaired student with the vocabulary and language structures for any course. Within a special program for hearing impaired students, staff members must have adequate time to plan together so that departmentalization does not fragment the program. Alternatively, the organization can be such that the teacher of language also teaches reading and a content subject so that the thematic approach can be implemented more easily.

Specific Program Objective #7

THE FUNCTIONAL USE OF LANGUAGE SHOULD BE STRESSED AT ALL LEVELS.

Throughout all phases of the language program, emphasis should be on the functional use of language. The purpose of all activities must be clear to students. In particular, the mechanics of grammatical structure should not become a ritualistic skill without relevance to self-expression.

There is a place for drill on certain aspects of grammar, e.g. possessives, substitution of pronouns for nouns, but teaching techniques of this type should be used with restraint. Success in programmed learning materials designed for mastery of technical aspects of grammar does not necessarily transfer to spontaneous generation of appropriate and correct sentences in writing or in comprehension of sentences in reading texts.

Sentences and Other Systems (Blackwell et al) advocates using tree diagraming at all levels in the teaching of language. This focuses on language syntax and may prove to be a difficult task for those students having a poor grasp of the symantics of language. Diagraming should therefore be used judiciously especially with younger students.

C. LANGUAGE NEEDS OF THE INTEGRATED STUDENT

(See also Special Education Handbook Section: "The Hearing Impaired Student in the Regular Classroom".)

The Language Arts Curriculum Guides, Alberta Education, provide the basic content in meeting the needs of the integrated student in the language arts program. The prescribed textbooks in language, reading and spelling, will, in most cases, be used by the student with a hearing loss who is participating in the regular classroom. In other words, the needs of the hearing impaired student will be assumed to be the same as hearing students. The teacher must, however, continue to be aware of the individual differences of each student in the language arts program. Consideration should be given to the degree of hearing loss, potential to learn, and ability to acquire language.

Most hearing impaired students will need tutorial services on a continuous basis throughout their school careers. Itinerant teachers, where available, provide assistance to the teacher in understanding the special needs of the student, and in providing supplementary instruction in specific areas of the curriculum. Following are some language areas in which hearing impaired students often encounter difficulty in the regular class:

1. Phonic Analysis

2. Structural Analysis

   Problems with these tasks are directly related to the effects of hearing loss. Students with high frequency hearing losses do not hear the final "s" on words and therefore may not be aware of plural and possessive endings until they learn to read and see these structures in print. Similarly, the past tense ending as in "walk, walked", is also low intensity, high frequency and therefore is often ommitted.

   Depending on the severity of the hearing loss, listening for specific sounds may be impossible. The student in reading may be a visual learner who is learning language through reading in contrast to the normally hearing student who is decoding visually to match auditory knowledge of the language in which he is already fluent.

3. Vocabulary Development

4. Conversational Language

   See section E. Vocabulary Development, page 59. The vocabulary of the playground may also have to be taught because the hearing impaired student may not pick up words incidentally. It is important for social reasons for students to know the current slang.

5. Complex Directions

6. Sequencing 3 - 4 Events

   Because of limited language knowledge, students with hearing losses have difficulty in sorting out significant sections of either oral or written presentation and remembering the salient points in appropriate order. Reporting may be somewhat telegraphic and therefore lacking in clarity.

7. Location and Recall of Information

8. Organization of Information

Students who are struggling to comprehend the written word have difficulty zeroing in on the most important points in a passage and in presenting them in a logical manner. Students should be taught to ask themselves specific questions relating to the material.

9. Use of Context Clues

10. Inference and Prediction

Students whose language is limited have difficulty understanding new words from the context or realizing underlying meanings and points not clearly stated on the page.

11. Written Composition

12. Proof-Reading

Motivation for creative writing should not be spoiled by high expectations for technically correct writing. The red pencil should be spared and encouragement given on the basis of content. An analysis of errors can be passed on to the itinerant teacher who will work on specific topics such as verb tense, agreement of verb with subject, etc. Students should be trained to reread their written work seeking particular errors, e.g. verb agreement. They may need a list to assist them initially on this task.

13. Figurative Language

14. Abstract Literature

15. Appreciation of Literary Style

Students with limited work knowledge are easily confused by multiple meanings of words when the use of context is necessary. Idiomatic expressions such as, "It was raining cats and dogs", may completely confuse them. Fantasy writing can be difficult for such students. Appreciation of style is only possible when a reader is no longer struggling with the mechanics of abstracting the meaning.

D. STRATEGIES FOR TEACHING SYNTAX

Following are brief descriptions of several techniques for organizing language development activities:

1. News
2. Language Experience Charts
3. Home-School Notebooks
4. Conversation Bubbles
5. The Enactive Method
6. Listening - Reading - Speaking Method
7. Motivation for Expressive Language

1. News

Each school day might begin with a lively conversation by students exchanging their thoughts. Personal and impersonal items can be shared with the class. Students may talk about their new possessions, where they went, and what they did with their families and friends. The teacher's role consists of providing new vocabulary and new language concepts while reinforcing good sentence structure. The students are motivated to use meaningful language in oral and written form. They may illustrate their sentences and write them in composition books for future recall. Verb tenses and pronouns are changed by the individual student when necessary.

A sentence from the "News" may be selected and written on the "Calendar Chart" which can be used for thought-provoking calendar work, e.g. "How long-----?", "When-----?", "What happened-----?", "What did you do the day before yesterday?".

2. Language Experience Charts

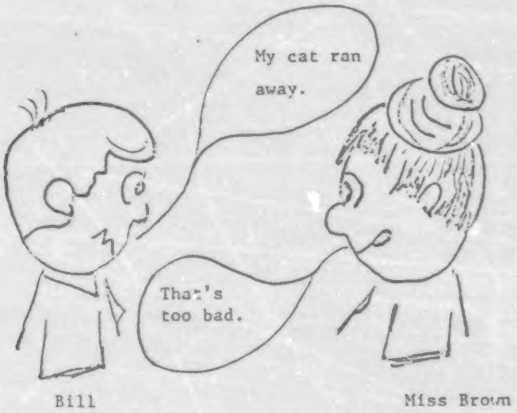
Experience charts are made at the time events take place. They should show the student's impressions, discoveries and reactions. The teacher should act as a recorder and elicit a sequential account of the events. Charts should be attractive, titled, well-manuscripted, and include student's drawings, actual photographs, or pictures cut from magazines to illustrate their experiences. Charts may accumulate during the year or may be bound into booklets and used for recall of events. Experience charts provide a natural motivating force for the student to use language originally and spontaneously, which leads to an expansion of vocabulary, an understanding of the structure of language, and an introduction to reading skills.

3. Home-School Notebooks

A reverse flow of news from school to home is a cooperative venture from which the student, parents and teacher will profit. Teachers are informed of interesting events taking place in the home, and the parents are daily made aware of highlights or difficulties at school. The sharing of the "Home-School Notebook" is an excellent incentive for language usage both at home and at school.

4. Conversation Bubbles

Conversation bubbles are a device used to record the student's language using his gestures or words depending on his communication skills. Dittoed school pictures or representations of the people involved are pasted or drawn on a chart and what has been said is recorded in the bubbles as in comic strips.


My cat ran away.
That's too bad.
Bill
Miss Brown

Bill said, "My cat ran away". "That's too bad", answered Miss Brown.

These charts are basically experience-language-reading charts which are useful in developing:

a. use of pronouns

b. direct and indirect discourse

c. comprehension skills.

They can be expanded and adapted in many ways:

a. the student can match the sentence to the correct bubble

b. the student can fill in the bubble from a given text

c. similarly, using comic strips, the conversation can be cut out and used as a matching exercise

d. comic strips are useful in writing sentences from direct discourse to indirect discourse and in writing the episode in story form, following the sequence of events from the cartoons.

5. The Enactive Method

Stage I

This technique involves use of a restricted environment, e.g. a doll-house, to introduce vocabulary and sentence patterns in a meaningful text. The choice of theme is dependent on the student's interests and age (car racing, Batman, Hulk, etc.); the teacher plans the story including the linguistic structures that are being taught.

The teacher performs the action with the model and writes what she says and does. Conversations are written using the bubble method (see above) and the story line is written separately. Students are later expected to copy and illustrate the stories.

Stage II

Students manipulate the models and are assisted by the teacher to write their own stories.

Stage III

The student tells the teacher what is happening and then manipulates the model. At this level the language precedes the activity.

At all stages, stories can be used as the basis for reading and a system of keeping track of vocabulary for review purposes must be developed by the teacher.

6. The Listening/Reading/Speaking Method (L.R.S.)

An important method of language presentation is one which relies heavily on reading as a means of emphasizing the use of students' hearing. As each lesson develops, much oral discussion is also involved; visual aids, dramatization, writing and drawing all play useful roles. This approach involves the following steps:

a. Using material which is appropriate to the reading level of the student (or the majority of the class if a group lesson is being given), the teacher reads the passage at a near-normal rate, pointing to each syllable on the page of blackboard as it is read.

b. The student imitates the teacher phrase by phrase as each syllable is again pointed.

c. When all the sentences have been read in this manner, the teacher can go back and pick phrases at random and the student can point them out by listening alone.

d. The meaning of each phrase and the paragraph as a whole is then discussed orally and supplemented with visual aids, dramatization and the like as required.

e. Written work involving questions and further reading is then begun at school and taken home.

These listening games can often be performed by profoundly deaf students after they have had regular practice.

7. Motivation for Expressive Language

When motivating a deaf student to write expressive language, it must be remembered that if written expression is to be generated the topic must be within his experience; also, he has to be sufficiently enthusiastic about the subject to begin writing. With this in mind a collection of pictures such as book jackets are given the hearing impaired student so that he will be able to find a picture that sparks his imagination.

Cartoons such as "Family Circus" and comics have been found to generate written expression; this approach helps the hearing impaired student with sequencing.

Another way to develop written expression is to provide a sequenced story and then supply lists of subjects, verbs, objects and adverbial phrases of time and place. As the student works through each picture for the story, he chooses appropriate subjects, verbs and so on to make sentences about each picture. Eventually he is able to choose his own inner language.

To generate expressive language and teach vocabulary films, filmstrips and stories are re-written by the students who may use individual filmstrips, projectors and filmstrips without their captions. As the student writes he will ask for the vocabulary needed to re-write a well known story. Cinderella, for example, needs such vocabulary as fairy godmother, pumpkin, coach and stepsister. This is not writing the story as a group project with all the class participating at the same time, but it is individual students writing their individual interpretation of the story.

Field trips which increase the student's experience serve to motivate written expression and develop vocabulary. Letters, holidays and his own personal experience all help to generate the student's internal language.

E. VOCABULARY DEVELOPMENT

Vocabulary development is a continuous process extending into adulthood for both hearing impaired and hearing persons. Refined and more specific vocabulary is expected as one advances in age. Teachers should implement a systematic approach to enrich and to increase word knowledge and use.

New vocabulary must be taught in meaningful situations. Rote memorization of lists of words and their definitions is discouraged.

The thematic approach which is the basis of the curriculum is the most effective way of presenting and practising use of new words. Words are more easily remembered when associated with other words related to the same topic. Teachers should try to interrelate academic subjects as much as possible. The vocabulary from social studies, science and other content areas needs rehearsal and conversely it is impossible to teach vocabulary divorced from content (see Calgary Board of Education Language Record Book, Appendix A, for specific suggestions of theme choice).

Situations and conversations should be arranged in such a way that students want to know the words necessary to comment, question or describe. Varied teaching strategies are necessary to motivate students to see language as a useful and enjoyable activity rather than a series of lessons on word manipulation. The greater the impact in presentation the more likely the student is to remember the new word and make it a part of his language repertoire.

Teachers of young children frequently choose topics such as:

- colors
- parts of the body
- farm animals
- foods
- clothing
- zoo animals
- furniture
- seasonal vocabulary
- toys
- vehicles.

Teachers of older students work on topics such as:

- occupations
- cosmetics
- diseases
- architecture
- emotions
- current events
- adolescence and maturity
- tools
- government
- sports
- hobbies
- inventions
- economics
- space.

Teachers must remember, however, that color words taught to a six year old would include approximately a dozen basic color words and would not include words such as turquoise, aqua, scarlet, crimson, wine, etc., which must therefore be taught later.

The following vocabulary lists are recommended for use by teachers. The lists are considered a core which can be expanded as subject matter and experiences dictate.

1. Basic Vocabulary and Language Thesaurus for Hearing Impaired Children, Ling, D., and Ling, Al. A.G. Bell Association, 1977.

2. Dolch, Edward W. Two Thousand Commonest Words. Champaign, Illinois: Garrard Pub. Co., 1955.
3. EDL Core Vocabulary Primer - Grade VII, EDL Research and Information, Bulletin t, March 1969.

4. Vocabulary Norms for Deaf Children, T. Silverman. Lexington School for the Deaf, 1972.

Growth in vocabulary occurs in four steps:

1. Exposure - the student is exposed to the use of the word in meaningful contexts.

2. Recognition - the student can match the word (spoken, finger spelled, signed or written) with the object, picture or action represented. Recognition is also involved when matching various forms of the word, e.g. spoken matched with written form, but such matchings do not necessarily involve understanding.

3. Comprehension - the student understands the word within appropriate contexts, with associated images or with other words and demonstrates knowledge of the parameters of meaning.

4. Production - the student uses the word appropriately.

Systematic, yet stimulating and varied review is necessary. Words which are used infrequently can be forgotten easily and therefore must be "overlearned" to ensure retention and automatic retrieval.

Strategies for keeping track of vocabulary development are essential for purposes of review. Teacher and student-made dictionaries, word-file boxes and checklists are three commonly used techniques.

F. READING

1. Introduction

This reading section of the curriculum guide is based on:

Teaching Reading to Deaf Children, Beatrice Ostern Hart. A.G. Bell Association for the Deaf, 1963.

Although guides and manuals for the teaching of reading to normal hearing students are helpful in providing suggestions for teaching specific skills, they are based on a premise which does not hold true for deaf or partially hearing students. The basic approach used is that students must merely learn to decode written symbols into the spoken symbols they already know. Young deaf children do not know the spoken symbols of language.

"The printed form represents the only medium of communication in which the deaf person meets intact language patterns in exactly the same form as anyone else. Therefore, reading would seem to be a lifeline of communication to the world of intellectual stimulation for the deaf. But the nature of the reading process is such, that despite the desire of the deaf child to master this most attractive avenue of communication, his road is fraught with difficulty.

Before he can learn to read, the child must have an understanding of language. Reading, or written language, is a derivative of spoken language. The written forms are symbols for spoken symbols. In order to derive meaning from the written symbols, one should have previous knowledge of the language patterns these written symbols represent. Deaf children, lacking this knowledge of auditory symbols, are at an extreme disadvantage in learning to read.

Reading is a process of getting thought from printed symbols by associating known meanings with these symbols. When the hearing child has learned to convert printed symbols into their oral counterparts, the words and meanings are usually readily available to him. But if his vocabulary and language patterns are limited, this will not be true. He may sound out the words, but will not understand their meaning.

The deaf child is at a double disadvantage. He cannot easily convert written symbols into oral symbols. And his language grows so slowly that many of the words he is struggling to identify in written form have no meaning to him in any form" (Hart, 1963).

2. Program

There are four major components of the program described by Hart:

(1) developmental
(2) functional
(3) recreational
(4) remedial.

The aims, goals and suggestions for materials and methods are then described in detail for Primary (Division I), Intermediate (Division II), and Advanced (Division III) Levels.

For day to day assistance with planning programs, teachers should make selective use of the guidebooks developed to accompany basal readers along with curriculum guides from Alberta Education and relevant sections of Sentences and Other Systems.

3. Sequence of Skills

Placement and rate of progress through the continuum of skills will depend not only on the individual student's needs and abilities but also on attitude and effort. It must be stressed that hearing impaired students need a great deal of repetition with variety at all stages if mastery of skills is to be established and self-confidence encouraged.

The list of skills to be developed is the same as for hearing students ranging from recognizing gross similarities and differences in kindergarten through separating facts from opinions at the advanced level. Auditory discrimination and auditory comprehension exercises may have to be omitted with severely deaf students and much more emphasis must be placed on semantic and syntactic comprehension.

4. Materials

Besides all materials useful within regular classrooms including basal readers, library books, newspapers, magazines, etc., captioned films for the deaf are useful as a component of the reading program.

5. Reading Resources

a. Elementary Reading Program Materials

(1) Texts prescribed within the Alberta Elementary Language Arts Curriculum Guide are recommended:

Gage Strategies for Language Arts (Grades 4 - 6) - Gage Educational Publishing

Language Development Reading (Grades 1 - 6) - Thomas Nelson & Sons (Canada) Ltd.

Language Experience Reading Program (Grades 1 - 3) - Gage Educational Publishing

Sounds of Language (Grades 1 - 6) - Holt, Rinehart & Winston

Starting Points in Reading (Grades 4 - 6) - Ginn and Company

(2) Further suggested texts are divided into three areas on the basis of their teaching approach to reading.

b. Texts with a Language Experience Approach

Breakthrough to Literacy (Kindergarten - Grade 2) - Bowmar Publishing Corporation.
Readiness through primary grades program, including story figures, sentence makers and word cards for group or individual use, and over ninety short readers. Emphasizes the integration of reading with other communication activities.

The Griffin Readers (Kindergarten - Grade 3+) - J.M. Dent & Sons 1958-1963.
Content of the readers focuses on the adventures of three pirates. Though the readability ranges from Kindergarten through to Grade 3+ the high interest level of the stories makes them viable suggestions for the older remedial student - six pre-readers and twelve basic readers are provided, with accompanying workbooks that present a range of supplementary comprehension activities. Enrichment readers may also be purchased at each level.

The Monster Series (Kindergarten - Grade 2) - Bowmar Publishing Corporation.
Two series of readers aimed to match the vocabulary and syntax of young children. Interesting stories, relevant to a child's life, with lively action sequences and colorful pictures. Manual offers suggestions for integrating reading with creative writing.

c. Texts with a Phonic - Linguistic Approach

Apple Tree

Miami Linguistic Readers (Grades 1 - 3) - D.C. Heath and Co.
Programme includes readers and accompanying workbooks. Includes a controlled vocabulary and controlled linguistic structure.

Programmed Reading (Kindergarten - Grade 3) - McGraw-Hill Book Company.
Provides a readiness through primary grades program, though the interest level of the materials may suggest its inclusion in remedial approaches for the older student. Includes programmed workbooks, supplementary readers, duplicating masters and achievement debts. Features controlled learning sequences of skills and controlled vocabulary. Materials are colorful and attractive.

d. Basal Texts offering an Eclectic Approach

The New Open Highways Program (Grades 1 - 6) - Gage Publishing Co.
Includes readiness materials, graded readers, supplementary workbooks and duplicating masters. Aimed at the average and below average reader at each grade level.

Series "r": The New MacMillan Reading Program (Kindergarten - Grade 6) - MacMillan Publishing Co.
Offers a choise of hard and soft cover readers, workbooks and duplicating masters. Workbooks are visually attractive. Includes pre-post assessment tests at each level.

(3) Suggested Resources for Teaching Comprehension Strategies

B.F.A. Comprehension Skills Laboratory (Grades 1 - 8) - B.F.A. Educational Media.
Eight kits range from grades 1 through i, providing considerable 'overlap' at each level, e.g. kit D = Grades 3, 4 and 5. Though the brief introductory tapes will have limited utility for the severely hearing impaired child, they may be useful for the teacher. Work cards provide exercises on information, organization, generalization, and evaluative comprehension strategies.

New Reading Skill Builder: Pegasus Edition (Grades 2 - 6) - Readers Digest.
A colorful new series with well-illustrated stories. Comprehension questions focus on work analysis through utilization of story context, and comprehension strategies, e.g. making comparisons and using critical judgement.

Reading for Concepts (Grades 2 - 6) - McGraw-Hill Publishing Co.
Levels A - H (grades 2 - 6) present short stories on a wide range of topics. Comprehension questions aim for recall of factual details, inferencing and cause and effect analysis. Questions are presented in a multiple choice format.

Reading for Understanding (Grades 5 - 6) - Science Research Associates.
Unfinished sentences and paragraphs are presented for completion (cloze), within a multiple choice response structure. Readability of the materials ranges from grade 3 - 12.

Skill Packs (Grades 2 - 6) - Croft Incorporated.
Two levels are presented: Primary (grades 2 - 3) and Intermediate (grades 4 - 6). Contain excellent practice booklets with exercises to improve facility in literal, interpretive and analytic reading. A new activity is presented on each page, focusing on important comprehension strategies, e.g. inferring the main idea.

Skillboosters (Grades 4 - 6) - Modern Curriculum Press Inc.
Levels D, E, F (grades 4 - 6) are suggested. All levels provide word games and exercises that give useful practice with vocabulary expansion and comprehension strategies, e.g. organizing information.

Specific Skills Series (Grades 1 - 6) - Barnell Lofts Ltd.
Provides practice with comprehension strategies, e.g. following directions, getting the main idea, using a short paragraph and multiple choice response format. Levels A - F range from grade 1 - 6.

(4) Suggested Resources for Teaching Word Identification Strategies

Though word analysis strategies should be incorporated within the regular basal, phonic-linguistic or language experience reading activities additional resources may include:

Programmed Reading, Kits 1 and 2 (Kindergarten - Grade 2) - Gage Educational Publishing Co.
Programmed phonics approach developed within game-like activities, for primary-aged students and for older children needing remedial assistance.

S.R.A. Schoolhouse: Word Attach Skills Kit (Kingergarten - Grade 3+) - Science Research Associates.
Provides carded exercises focusing on word analysis skills. Can be incorporated within basal series being used. The kit includes practice cards and answer keys, plastic overlays and markers, and individual progress sheets. Though recommended for grades 1 and 3, the format makes it quite suitable for older remedial students.

Structural Reading Programme (Kindergarten - Grade 3+) - Random House Inc.
A developmental linguistic approach to word analysis. The program is presented within visually attractive workbooks and supplementary readers. The Manual provides suggestions for follow-up activities and enrichment.

JUNIOR HIGH READING PROGRAMME MATERIALS

(1) The learning resources from the Alberta Education Secondary Language Arts Handbook and Program of Studies for Junior High Schools (1978), including the literature texts and novel selections, are recommended. However, it is anticipated that some students may require age-appropriate reading materials with less complex vocabulary and syntax than presented in the recommended texts. Hence the following programs are suggested, as they focus on content appropriate to the life-world of the teenager, structure activities to develop word analysis and comprehension strategies, and offer balanced reading programs with appropriate readability levels for the adolescent remedial reader.

Double Action (Readability levels: Grades 3 - 5) - Scholastic Magazines Inc.
Consists of attractively illustrated readers with vocabulary expansion, word analysis and comprehension activities at the conclusion of each story. Supplementary short story books, plays and motivational posters may be purchased. The manual provides useful teaching suggestions, the readability level of each story and vocabulary lists to complement the stories.

The New Streamlined English Series - New Reader's Press.
A basic reading program for older students and adults, consists of five skill books and five correlated readers. Materials emphasize word identification activities, comprehensive and vocabulary development. Content features adult life situations within the world of family and work.

The Phoenix Reading Series (Readability levels: Grades 2 - 6) - Prentice Hall Inc.
Include five levels of readers illustrated with black and white photographs. Each reader is accompanied by a workbook which includes comprehension activities and exercises on word analysis and vocabulary expansion. Duplicating masters provide supplementary exercises. A comprehensive manual offers lesson plan suggestions and enrichment activities.

Turning Point (Readability levels: Grades 2 - 4) - McCormick-Mathers Pub. Co.
Consists of sixteen short novels within ten readers, all attractively illustrated. Program contains duplicating masters which focus on comprehension exercises related to the stories. The Teacher's Manual provides information on the readability levels of the stories and how to cluster the stories by skill objective.

(2) The following series are also recommended. Although they do not offer comprehensive 'High Interest - Low Vocabulary' reading programs, as those listed previously, they do provide motivating materials suitable for teenagers.

The Dinosaur Machines (Readability levels: Grades 2 - 3) - J.M. Dent & Sons.
Four science fiction/fantasy books about three young people who are carried back in time to the dinosaur age.

Helicopter Adventure Series (Readability levels: Primer - Grade 3) - Benefic Press.
A series of six books featuring the adventures of Chopper Malone, a helicopter pilot.

Hockey Action Series (Readability levels: Grades 3 - 8) - Maclean-Hunter Learning Materials Co.
Mystery and adventure stories focusing on the world of hockey. Comprehension questions are included at the end of each book.

Hockey Hero Series (Readability levels: Grades 4 - 5) - E.M.C. Corporation.
Your biographies of famous hockey players.

The Jim Forest Readers (Readability levels: Primer - Grade 3) - Hart Wagner Publishing Co.
Six readers protraying the adventures of a forest ranger.

Pine Mountain Adventures (Readability levels: Grades 4 - 5) - Maclean-Hunter Learning Materials.
A contemporary Canadian series with a girl heroine. Eight short adventure novels set within a background of competitive skiing.

Reader's Digest Adult Readers (Readability levels: Grades 1 - 4) - Reader's Digest.
A series of brief readers containing accounts of courage and adventure. Comprehension questions are provided at the conclusion of each story.

Real Stories, Books 1 and 2 (Readability levels: Grades 1 - 3) - Globe Book Co. Inc.
Selections from news stories and articles, re-written on a controlled readability level. Multiple choice comprehension questions conclude each story.

Sports Close-Ups (Readability levels: Grades 3 - 4) - J.M. Dent & Sons.
Six sports biographies including black and white photographs.

The Spotlight Series (Readability levels: Grades 3 - 4) - J.M. Dent & Sons.
Six biographies of modern entertainers, e.g. Elton John.

(3) Suggested Resources for Teaching Comprehension Strategies

B.F.A. Comprehension Skills Laboratory (Readability levels: Grades 1 - 8) - B.F.A. Educational Media.
*See description in Elementary Section.

New Practice Readers (Readability levels: Grades 2.5 - 8) - McGraw-Hill Book Co.
Books A - G provide short stories and articles with accompanying comprehension questions and activities.

New Reading Skill Builder: Pegasus Edition (Readability levels: Grades 2 - 6) - Reader's Digest.
*See description in Elementary Section.

Points 31 (Readability levels: Grades 1 - 4) - Reader's Digest.
An attractively designed magazine reader with accompanying activity book, for the teenager. Three levels of magazines and workbooks.

Reading for Concepts (Readability levels: Grades 2 - 6) - McGraw-Hill Publishing Co.
*See description in Elementary Section.

Reading for Understanding (Readability levels: Grades 3 - 12) - McGraw-Hill Publishing Co.

Real Life Reading Skills (Elementary readability level) - Scholastic Book Services.
A workbook focusing on the comprehension of print in everyday living situations, e.g. ordering food in a restaurant.

Skillboosters (Readability levels: Grades 4 - 6) - Modern Curriculum Press Inc.
*See description in Elementary Section.

Skillpacks: Intermediate Level (Readability levels: Grades 4 - 6) - Croft Incorporated.
*See description in Elementary Section.

Specific Skills Series (Readability levels: Grades 1 - 6 and Advanced Level - Junior High) - Barnell Lofts Ltd.
*See description in Elementary Section.

Survival Reading Skills (Elementary readability level) - J. Weston, Walch.
Fifty duplicating masters featuring comprehension activities related to functional life situations, e.g. reading directions on a paint can.

(4) Suggested Resources for Teaching Word Identification Strategies

Building Word Power - Steck-Vaughn Company.
A workbook primarily constructed to teach the older student basic word identification strategies through a structural linguistic approach.

Glass-Analysis for Decoding Only - Easier to Learn Inc.
Teaches sound/symbol relationships and linguistic clusters ranging from simple groups, e.g. 'ing' and 'at', to complex groups, e.g. 'ire' and 'atch'. Four kits, at graded levels, emphasize the process of structural word building. Kits include flashcards of 'target' clusters and follow-through practice books.

Points 31: Decode - Reader's Digest.
The "Decode" workbook can be used with the Points 31 magazine reader and activity book, or together with another reading series. "Decode" is designed for the teenage reader who needs remedial assistance with word analysis. A structural 'word family' approach is used and color coding highlights the targeted linguistic clusters.

Sign Language: A Survival Vocabulary - Janus Book Publishers.
A series of workbooks teaching functional sight vocabulary required in everyday life, e.g. 'emergency' and 'pharmacy'. Flashcards are provided, together with well illustrated activity booklets designed for the teenager and adult.

Steck-Vaughn Adult Reading: A Sequential Program - Steck-Vaughn Co.
Teaches a progression of essential reading skills. Emphasizes phonic and structural analysis skills, and then progresses to comprehension activities.

G. HANDWRITING

The teaching of handwriting to hearing impaired students is in no way different from teaching the skill to normally hearing youngsters (see pp. 57 - 71 of the Elementary Language Arts Curriculum Guide, Alberta Education, 1978). It should be remembered, however, that a firm legible handwriting style is important to an individual whose ability to speak is limited. In communicating with employers and fellow workers writing will be essential.

H. TYPING

Telephone communication for the deaf requires the ability to type in order to use the various adaptations of the telephone devised to provide a visual communication system. For this reason deaf students should be given correct instruction in touch typing at upper elementary age level to prevent self-teaching and the concurrent inappropriate fingering habits which are difficult to "unlearn".

Correct typing skills are also useful for the operation of computers and other electronic equipment.

I. SPELLING

For guidance in the teaching of spelling see pp. 71 - 75 of the Elementary Language Arts Curriculum Guide, Alberta Education, 1982. Hearing impaired students are more dependent on visual learning techniques than auditory approaches. Teachers should not omit vocal rehearsal, however, because it is a useful strategy for developing auditory/motor memory skills. In testing spelling it is important to remember that it is easier to speech-read if the words selected are from a limited set known to the students. Also, each word should be presented in a sentence so that the student learns to use context as a clue to word identification.

The most significant caution to teachers regarding spelling instruction is to ensure that the hearing impaired student understands the meaning of the words he is learning to spell and is not simply memorizing chains of letters to pass the weekly text.

The teaching of spelling must include a component in which learning activities are provided for the student to use the words in meaningful written material. Recommended spelling series (Alberta Education) should be used but teachers should also use vocabulary from the reading program, science, social studies etc. for spelling instruction.

J. DRAMA

There are two major reasons for the inclusion of drama in this language section of the curriculum for hearing impaired students. These are: (1) the use of drama as a technique or strategy for teaching language and (2) drama as an art form, a means of expanding understanding of self and others through viewing, and a medium of self expression.

1. Drama as a Teaching Tool

Techniques:

a. Motivation for the practice of the use of vocabulary and syntactic structures. Drama is used as a tool for the rehearsal of language and speech in which the students may be participants or spectators.

b. Context setting for the introduction and explanation of new vocabulary and expanded comprehension of known vocabulary. Once again drama is used as a strategy for teaching language.

c. Roleplaying and skits to develop coping skills in social situations, e.g. good and bad manners, introductions, job interviews, customer and client incidents, entertaining visitors, behavior at weddings and funerals, and other formal functions. Students must be given the opportunity to participate and rehearse roles.

Related to drama are other forms of interpersonal communication such as:

- conversation
- discussion
- debate
- interview
- club meeting procedure
- report
- personal anecdote.

2. Drama as an Art Form or Communication Medium

Techniques:

a. Receptive

(1) to enhance the enjoyment and appreciation of literature

(2) to develop an appreciation of variety in moods, emotions, personalities and the interplay of characters

(3) to analyze the impact of context or situation on human behavior

(4) to develop skills for creating plays, puppet shows, films, filmstrips and mime.

b. Expressive

(1) to recognize the dignity, utility and significance of body language and facial expression

(2) to develop control and appropriate use of body language and facial expression

(3) to provide opportunity for imagination and self-expression

(4) to develop skills for creating plays, puppet shows, films, filmstrips and mime.

(See Living/Vocational Skills section on Drama for more detail.)

K. EVALUATION

Evaluating the language skills of the student is a complex task. Presently, there appear to be three major strategies available: use of standardized language tests normed on a hearing population, use of standardized language tests normed on a hearing impaired population, and analysis of a language sample.

The mildly moderately hearing impaired student is expected to develop language in the normal developmental sequence but to have some delay. It is therefore appropriate to use language tests which have been developed with reference to the normal hearing population to assess their progress.

For the severely profoundly hearing impaired student, the use of any of the numerous language tests normed on a hearing population causes several difficulties. It is not appropriate to apply stringently standardized norms from a population different from the student, i.e. hearing vs hearing impaired. Secondly, some test items will not test the desired concept accurately when signed, because the sign indicates the required response. Despite these drawbacks, existing language tests can provide some useful information regarding the student's language skills when carefully selected, administered, and interpreted.

Recently, several language tests have been developed which overcome these drawbacks. They are suitable for a variety of ages, and norms are available for the hearing impaired. These include the Grammatical Analysis of Elicited Language, and the Test of Syntactic Abilities.

In addition to formal language testing, a teacher or clinician should also consider taking a language sample from the student, orally and/or in writing. Various methods are presently available for analyzing a complete sample (see Appendix B), which can provide the teacher with a clear picture of the student's language skills, and areas to begin programming for improvement. These types of formal language analysis require a large sample (fifty to one hundred utterances). It is also possible to take a smaller sample, although this must be treated with caution as a small sample may not be truly representative of the student's language skills. Rather than doing a complete analysis, it should simply be determined whether or not sentences are used, and if so what kinds, and with what degree of accuracy. This information could be compared to a developmental sequence of language to begin training in weak areas.

Before attempting any language sampling or testing, the examiner should refer to a standard source (see Resources) for information in language development and skills in taking and analyzing a language sample.

Appendix B contains a list in chart form of some tests which represent these three major strategies for evaluating the student's language skills. This is not a complete list of all language tests available; an attempt has been made to select those tests which are most useful over a variety of ages and aspects of language. They are listed in an approximate order of preference. The teacher or clinician must select the test most suitable for individual students and situations. It is essential that directions for the administration of standardized language tests are followed exactly.

Resources

Grammatical Analysis of Elicited Language (GAEL) - Central Institute for the Deaf

Test of Syntactic Abilities - Dormac

L. SELECTING DICTIONARIES

Note: Many of the considerations listed below are relevant not only to the selection of dictionaries, but to presentation of new vocabulary to hearing impaired students in teaching situations.

A suitable dictionary for the hearing impaired student needs to be up-to-date, providing clear and simply written definitions with numerous illustrations and example sentences. When evaluating dictionaries the teacher should consider the following questions:

1. Are definitions accurate, complete and simply expressed in terms of vocabulary suitable for the age level, emphasizing frequently encountered meanings?
2. Is the writing style clear, direct and stimulating?
3. Does the vocabulary reflect changing language by the inclusion of new words, idiomatic expressions and new meanings for words?
4. Is information included that may be of interest and value to students of varied social, cultural, educational backgrounds and abilities?
5. What system is used to indicate pronunciation? Is the system easy to use? Does the system transfer within a dictionary series or to other publisher's dictionaries?
6. Are numerous illustrative sentences provided, demonstrating the word precisely in various grammatical constructions or semantic contexts as defined?
7. What types of pictures are included and do they adequately and clearly illustrate the word defined?
8. To what depth is the word treated? Are the following indicated?
    a. Syllabication and Hyphenation
    b. Capitalization
    c. Pronunciation
    d. Variant Spellings
    e. Parts and Speech
    f. Verb Tenses
    g. Slang, Dialect, Obsolete Forms
    h. Etymological Studies
    i. Synonyms, Antonyms and Homonyms
    j. Compounding and Phrase Forming
9. Are size, shape, color and type of print and amount appropriate to the student's perceptual skill level?
10. Are supplementary materials given which assist in teaching dictionary skills?

On the basis of the above the following are suggested:

Preschool

Grosset Starter Picture Dictionary. Grosset and Dunlap Publishers, 1976.

Hefter, R. *Strawberry Picture Dictionary*. Strawberry Books Distributor, Larousse and Co., 1974.

Holl, A. *My Weekly Reader Picture Word Book*. Grosset and Dunlap, New York, 1975.

McNaught, H. *500 Words to Grow On*. Random House, New York, 1973.

Monroe, M. *My Dictionary*. Scott Foresman and Co., Glenville, Illinois, 1975.

Scarry, R. *Richard Scarry's Best Word Book Ever*. Golden Press, New York, 1963.

Division I Grades 1 - 3

Greet, W.C. and Jenkins, W.A. *My Second Picture Dictionary*. Scott Foresman and Co., Glenville, Illinois, 1971.

Halsey, W.D. *The Magic World of Words*. Collier MacMillan Canada Ltd., 1977.

Holmes, M.Z. *The Super Dictionary*. Holt, Rhinehart and Winston of Canada, Ltd., Toronto, 1978.

Morris, W. *The Weekly Reader Beginning Dictionary*. Alternate Title: *The Gin Beginning Dictionary*. Grosset and Dunlap, New York, 1973.

Schulz, C. *The Charlie Brown Dictionary*. Scholastic Paperbacks, Richmond Hill, Ontario, 1973.

Whitman, Doris. *Word Wonder Dictionary*. Holt, Rhinehart and Winston of Canada, Ltd., Toronto, 1966.

Division II Grades 4 - 6

Avis, W.S., Gregg, R.J. and Scargill, M.H. *Canadian Junior Dictionary*. Gage Educational Publishing Limited, Agincourt, Ontario, 1977.

Halsey, W.D. and Morris, C.G. *MacMillan Dictionary for Children*. Alternate Title: *MacMillan Beginning Dictionary*. Collier MacMillan Canada Ltd., 1976.

Thorndike, E.L. and Barnhart, C.L. *Scott Foresman Beginning Dictionary*. Scott Foresman and Co., Glenville, Illinois, 1976.

Division III Junior High

Avis, W.S., Gregg, R.J., Neufeldt, V.E. and Scargill, M.H. *Canadian Intermediate Dictionary*. Gage Educational Publishing Limited, Agincourt, Ontario, 1979.

Barnhart, C.L. *Thorndike-Barnhart Intermediate Dictionary*. Scott Foresman and Co., Glenville, Illinois, 1974.

Halsey, W.D. *MacMillan School Dictionary*. Collier MacMillan Canada Ltd., 1974.

Division IV

Boatner, M.T. and Gates, J.E. *A Dictionary of Idioms for the Deaf*. American School for the Deaf, West Hartford, Connecticut, 1966.

M. SELECTING MATERIALS

Teachers should consider the following:

1. Does the material support the concepts being taught?; the language structures being practised?; the developmental sequence of skills in the curriculum? (A glossy workbook should not dictate the program.)

2. Are the language and vocabulary levels appropriate for the students?

3. Are the content, illustration and style age appropriate?

4. Is the material culturally appropriate in terms of content and dialect? (Over-representation of Lincoln, Washington and the 4th of July should be avoided; examples of uncommon vocabulary are lorries, prams and frocks.)

5. Does the material lead to spontaneous use of language skills?

6. Is the material motivating? Is it presented in a manner appropriate for visual learning?

7. Is the construction of the material gimmicky or pictures cluttered and distracting?

8. Are materials produced by the teacher, e.g. instant pictures, more appropriate to the specific needs of the students in their environment than published materials?

9. Are there enough applicable parts to justify the expense of a kit or programmed material?

10. Is the material versatile, meaningful, relevant, realistic?

N. RESOURCES

Blackwell, P.M. et al. Sentences and Other Systems: A Language and Learning Curriculum for Hearing Impaired Children. The Alexander Graham Bell Association for the Deaf, Washington, D.C., 1978, pp. 151-178.

Bloom, L. and Lahey, M. Language Development and Language Disorders. John Wiley and Sons, New York, 1978.

Dale, D.M.C. Language Development in Deaf and Partially Hearing Children. Charles C. Thomas Publishers, 1974.

EDL Research and Information. EDL Core Vocabulary Primer. Bulletin 5, 1969.

Hart, Beatrice Ostern. Teaching Reading to Deaf Children. Alexander Graham Bell Association for the Deaf, 1963.

Lee, L.L., Koenigsknecht, R.A. and Mulheen, S.T. Interactive Language Development Teaching. Northwestern University Press, Evanston, Illinois, 1975.

Lee, Laura. Developmental Sentence Analysis: A Grammatical Assessment Procedure for Speech and Language Clinicians. Northwestern University Press, Evanston, Illinois, 1974.

Ling., D. and Ling. A. Basic Vocabulary and Language Thesaurus for Hearing Impaired Children. Alexander Graham Bell Association for the Deaf, Washington, D.C., 1977.

Streng, Alich H., Kretchmer, Richard R. Jr. and Kretschmer, Laura. Language Learning and Deafness. New York, 1978.

Sullivan, P.M. and Vernon, M. "Psychological Assessment of Hearing Impaired Children".

Tyack, D. and Gottslben, R. Language Sampling Analysis and Training: A Handbook for Clinicians and Teachers. Consulting Psychologists Press, Palo Alto, 1974.

APPENDIX A

LANGUAGE RECORD BOOK

(CALGARY BOARD OF EDUCATION)

Language Record Book

Child's Name: ______________________________

19__ - 19__ Teacher ______________________________

19__ - 19__ Teacher ______________________________

19__ - 19__ Teacher ______________________________

19__ - 19__ Teacher ______________________________

19__ - 19__ Teacher ______________________________

19__ - 19__ Teacher ______________________________

82

A. INTRODUCTION

Following is a language topic outline for hearing handicapped students aged 6 - 12. There are nine basic strands divided into suggested topics for the six years elementary school. Teachers are not limited to these topics, but should also choose themes from the Social Studies and Science curricula. A summary of chosen units can be included on the blank pages inserted at the end of each level of strand summaries.

Certain language topics recur annually and tend to be over-used. Teachers should guard against spending too much time on the following (particularly with upper elementary age groups).

fall
Halloween
November 11th
Christmas
winter
Valentine
St. Patrick
Easter
spring
summer
birthdays
weather

Many times the concepts or the vocabulary will be introduced incidentally ahead of the time that the topic appears on the outline. For example, teachers are not expected to ignore words for feelings until year five in the program. The rationale for this outline is simply to ensure that there is a focus of attention on each of the themes at some point in the child's school career and that there is opportunity for review.

Refer to the Elementary Language Arts Curriculum Guide (Alberta Education, 1982).

B. NOTES ON USE OF LANGUAGE RECORD BOOK

The use of the Language Record Book is as follows: A loose leaf binder for each student contains the pages which are reproduced as pages _______ to ______. Following these pages are recording sheets which are filled out by the teacher. A sheet is filled out for each student at the completion of each unit taught. The teacher records concepts presented, teaching techniques used, e.g. field trips, filmstrips, vocabulary and language structures used and the level at which each student is functioning with the material: exposure, recognition, comprehension or production.

Reporting on syntactical development is done at regular intervals using the lists of skills from pp. 49 to 53 adapted from Blackwell et al; samples of the student's written language are included.

Finally, the teacher records on the appropriate page all text-books and work books which the student has used.

The binder accompanies the student throughout the 6 years of elementary schooling and is available at parent/teacher interviews.

Recording of this type provides specific information for subsequent teachers on topics which have been presented allowing for review and expansion but avoiding repetition.

STRAND I -SELF

1
Parts of the body.
Hygiene words - e.g. wash, brush.
Family names - variations in basic family unit.

2
Role of doctor, dentist, nurse, ambulance driver.
Care of body. Care of hearing aid.
Names for extended family.

3
Body structure, Respiratory system.
Accident, illness, germs, disease.

4
Eye, ear - function and care
Reasons for hearing loss, function of hearing aid.
Digestive system (link with food strand).

5
Emotions, feelings, interpersonal interaction. Concern for feelings of others.
Awareness of varying life-styles

6
Reproduction. Human growth and development.
Review.

STRAND II - FOOD

1
Foods - eat, chew, drink, swallow, bite. Table manners.

2
Meals - foods grouped, vegetables, desserts, dishes, cutlery.

3
Cooking vocabulary, stir, etc.
Discuss ways to cook e.g. barbecue, stove, hibachi.

4
Canada's food rules.
Meats - vocabulary, pork, beef, chop, roast, fish.

5
Dairy products processing.
Cereals - names of crops.
(link with occupation strand)
Preservation - refrigeration, canning.

6
Nutrition - what builds what (vitamins, drugs) Deficiency, disease.
More specific vocabulary of fruits, vegetables.

STRAND III - CLOTHING

1
Clothes
on, off, zippers, buttons.
Care of clothes.

2
Types of shoes, clothes, seasonal, sports.

3
Parts of articles - sole, lace, sleeve, cuffs, collar.

4
Buying clothes. Names of stores. Lengthen, shorten sizes, turn-up, let down.

5
Materials made of leather, cotton, wool.
Sew, needle, machine, knit.

6
Clothing trade factory, spin, weave, fashion, model, style.

STRAND IV - HOME AND FURNITURE

1

Furniture.

2

Rooms in house, furniture grouped.

3

Vocabulary of making, caring for furniture.

4

Plumbing system, electrical, wiring, furnace
(link with occupation strand).

5

Materials made of wood - lumber, plastics
(link with occupation strand).

6

Furniture trade, construction industry
(link with occupation strand).

STRAND V - OCCUPATIONS

1

Work/play.
Occupations of father, mother, other relatives.
Teacher, bus driver, secretary.

2

Policemen, mailmen, fireman, Church workers.
Farmers (link with animal strand).

3

Food industry, restaurants.
Garbage collectors, cashier.

4

Plumber, electrician carpenter repairmen, garage workers

5

Forest industry, landscapers, park wardens, recreation industry
(link with environment strand).

6

Oil industry, banking, construction workers.

STRAND VI - ANIMALS

1

Animal labels, pets (names)
Classification - zoo, farm, pets.

2

Farm animals, (babies), Canadian wild life

3

Names of body parts - paws, hoffs, tail
Vetinarian - care of animals.

4

Zoo animals.
countries - come from natural climates.

5

Birds, nesting, feathers, fish, insects, reptiles, migration, hibernation.

6

Reproduction of different types of animals (fish, reptiles, birds, mammals).

STRAND VII - ENVIRONMENT

1

Weather words.
Traffic rules, bike safety.

2

Land forms - hill, mountain, highway, street, intersection, lakes, river, park.

3

Growing - shoot, root, leaves, Weeding, fertilizer, watering.

4

Forest, deserts, oceans, rivers, canals, flood, tornado.

5

Names of flowers, trees
Parks - National, Provincial
Civic - role & use, camping.

6

Ecology, saving energy.

STRAND VIII - SOCIAL STUDIES

1

Own name, address, telephone
Concept of first, second name
Mr. Mrs. etc.
Car, bus, airplane, vocabulary.

2

Comparison of own life-style with children in other lands, climates.

3

Calgary.
Mapping skills.

4

Alberta.

5

Canadian geography.

6

Local government, provincial, national. Awareness of world geography.

STRAND IX - RECREATION

1

Library, swimming, skating, work/play.

2

Circus, ice-shows, T.V. shows, radio.

3

Leisure, hobbies, literature.

4

Arts/crafts, sports - rules of hockey. Sport industry.

5

Films, drama. Places of interest - museum, planetarium.

6

Music, literature.

APPENDIX B

STANDARDIZED LANGUAGE TESTS

STANDARDIZED LANGUAGE TESTS (norms for hearing) (impaired)

TEST NAME	PUBLISHER	SETTING	TYPE OF TEST	STIMULUS
The Test of Language Development (TOLD)	Empiric Press 333 Perry Brooks Building Austin, Texas 78701	individual	expressive and receptive language, auditory discrimination, articulation	pictures, verbal (could be simultaneously signed)
Preschool Language Scale (PLS)	Charles E. Merrill Publishing Co. A. Bell and Howell Company Columbus, Ohio 43216	individual	receptive and expressive language	verbal (could be simultaneously signed)
Assessment of Children's Language Comprehension (ACLC)	Consulting Psychologists Press 577 College Avenue, Palo Alto, California 94306	individual	receptive language	verbal (could be simultaneously signed)
Test of Auditory Comprehension of Language (TACL)	Teaching Resources Corporation 100 Boylston Street Boston, Massachusetts 02116	individual	receptive language	verbal syntactic structure (could be simultaneously signed)
Carrow Elicited Language Inventory (CELI)	Teaching Resources Corporation	individual	receptive language	verbal sentence (could be simultaneously signed)
Peabody Picture Vocabulary Test (PPVT)	American Guidance Service Canadian Distributor: Psycan Limited 243 Consumers Road Willowdale, Ontario M2J 4W8	individual	receptive language	verbal-single word (could be simultaneously signed)

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	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
The Test of Language Development (TOLD)	pointing, expressive descriptions, imitation	4 years to 9 years	hearing subjects	30 minutes	This test provides a useful overview of a broad range of language abilities. Some portions may be too complex for younger hearing impaired children. One definite advantage is that the word discrimination and articulation portions are supplementary and norms are provided for the results of the other principal sub-tests alone.
Preschool Language Scale (PLS)	pointing, manipulating materials, expressive	1 year to 7 years	hearing subjects	30 - 45 minutes	This is a useful tool for determining general areas of language weakness: with younger children However as with the TACL some items may not truly test language skills when signed.
Assessment of Children's Language Comprehension (ACLC)	pointing to appropriate picture	3 years to 11 years	hearing subjects	10 minutes	This test is aimed at indicating particular limitations in language development.
Test of Auditory Comprehension of Language (TACL)	pointing to 1 of 3 pictures	3 years to 7 years	hearing subjects	20 minutes	This test investigates single words to more complex structures. It is restricted for use with the hearing impaired because some morphological structures may be unusually difficult if the test is only spoken. If signed, some signs are so graphic that it is not really testing comprehension.
Carrow Elicited Language Inventory (CELI)	imitating examiners utterance	3 years to 8 years	hearing subjects	20 - 30 minutes	This test is useful for the older hearing impaired child, but items may be too complex for a younger child.
Peabody Picture Vocabulary Test (PPVT)	pointing to one of 4 pictures	2 years to 17 years	hearing subjects	15 - 20 minutes	This is a useful measure of basic vocabulary. However, it may have limited value for a hearing impaired population because of unfamiliar vocabulary and norms referenced on a hearing population.

STANDARDIZED LANGUAGE TESTS (norms for hearing impaired)

TEST NAME	PUBLISHER	SETTING	TYPE OF TEST	STIMULUS
Grammatical Analysis of Elicited Language (GAEL)	Central Institute for the Deaf 818 South Euclid Avenue St. Louis, Missouri 63110	individual	expressive language	verbal (could be simultaneously signed) gestural
Test of Syntactic Abilities	Dormac, Inc. P. O. Box 752 Beaverton, Oregon 97005	individual/group	receptive language (syntax)	written
Stanfard Achievement Test (adapted)	Office of Demograhic Studies Gallaudet College Washington, D.C.	achievement	written	written

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TEST NAME	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
Grammatical Analysis of Elicited Language (GAEL)	spontaneous and imitative utterance	5 years to 9 years	1) hearing subjects 2) hearing impaired subjects	45 - 60 minutes	Appropriate for use with hearing impaired children within the language level tested.
Test of Syntactic Abilities	selecting correct sentence from among 4 choices	10 years to 19 years *not for screening	1) hearing subjects 2) hearing impaired subjects (also Canadian norms)	Screening 60 minutes. Individual sub-tests 30 minutes.	This test is a good measure of syntactic abilities for children with the age range.
Stanford Achievement Test (adapted)	marking picture that best depicts stimulus sentence	8 years and above	hearing impaired subjects		This test is considered "the best test" available for measuring academic achievement of hearing impaired youngsters. "(Sullivan and Vernon)".

STANDARDIZED LANGUAGE TESTS (norms for hearing impaired)

TEST NAME	PUBLISHER	SETTING	TYPE OF TEST	STIMULUS
Language Sampling 1. Lee 2. Bloom and Labey 3. Tyack and Bottsleben.	see references	individual	expressive language	multiple (pictures, toys, books)

TEST NAME	RESPONSE	AGE RANGE	NORMS	TIME REQUIRED	COMMENTS
Language Sampling 1. Lee 2. Bloom and Labey 3. Tyack and Gottsleben.	expressive description of stimuli (examiner records verbatim)	1 year 6 months to 8 years (Lee)	hearing subjects	30 - 45 minutes	By analyzing the child's language sample with regard to the grids Lee provides one is able to establish the child's strengths and weaknesses.

MATHEMATICS

A. INTRODUCTION

Mathematics computation is generally the easiest skill for a hearing impaired student to master. It is frequently one of the first subjects into which a student can be integrated successfully with the hearing school population. There are, however, hearing handicapped students with a specific weakness in this area which requires individual attention form the teacher. For additional methods and techniques the Special Education Handbook section, "The Hearing Impaired Student in the Regular Classroom" should be consulted.

B. GOALS AND OBJECTIVES

The goals and objectives of a mathematics curriculum for the hearing impaired should be consistent with those of the Mathematics Program of Study as outlined by Alberta Education. The basic aims set down in these programs are valid for both hearing and hearing impaired students. However, research shows that with increasing deficits in hearing, levels of academic achievement among the hearing impaired falls below those of their non-handicapped peers. Adaptations in content, methods and aids may be necessary.

C. LANGUAGE MODIFICATION

Language is the key consideration in all areas of education for the hearing impaired; mathematics is no exception. The language deficit necessitates consideration in the area of textual instruction in computational situations as well as in the areas of word problems. Teachers must be prepared to provide additional assistance with mathematical vocabulary. Resource people may be called upon to assist the classroom teacher with this topic. Teachers should not feel pressured to cover all items in textbooks. There are some activities which are highly verbal and not essential to the sequential development of mathematical knowledge. Examples would be riddles and trick games which are inserted to motivate bright students and serve only to confuse and bewilder the students for whom language is difficult.

Overstressing the mechanical skills of arithmetic computation should be avoided. Meaningful number concepts must be taught through experience in problem solving situations.

D. MONITORING PROGRESS

The monitoring of progress is extremely important, particularly when students are on individualized programs. Teachers should have a systematic approach to keeping track of topics covered, materials and textbooks used, and assessment of the pupil performance on each topic. Mathematics profile sheets are recommended as one technique of recording information concisely.

E. PRESCHOOL

Hearing impaired preschoolers should be given the same opportunity and experiences to develop sound mathematical concepts as other children. The foundations of basic number concepts should be laid through direct experience and manipulation in concrete, practical ways.

F. ELEMENTARY

The Alberta Education Elementary Mathematics Curriculum Guide (1977) is endorsed as the basis for instruction in mathematics for hearing impaired students in elementary classes.

G. JUNIOR HIGH

By the time hearing impaired students are junior high age their functional level in mathematics demonstrates whether they require a modified program or whether they are capable of following the Junior High School Mathematics Curriculum Guide (Alberta Education, 1978). A modified program would have the following components with differing emphasis depending on the needs of the student:

1. maintenance and development of elementary mathematics skills as outlined in Alberta Education guides
2. prevocational mathematics
3. life-skills mathematics (see Living/Vocational Skills section).

H. SENIOR HIGH

At the senior high level students should follow the Mathematics Program of Studies for Senior High Schools (1978) at a level commensurate with the students' skills or continue with a modified program as described in the Junior High section above. The importance of functional mathematics which is applicable to everyday living and vocational use should receive increasing emphasis. Work-study programs offer excellent opportunities for this emphasis.

I. STRATEGIES

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

Resources

Hart, Beatrice. Teaching Arithmetic to Deaf Children. New York: Lexington School for the Deaf, 1963.

SCIENCE

A. INTRODUCTION

The English language deficit of hearing impaired students may present problems in the teaching of science. Assistance may be necessary in presenting certain concepts by means of special arrangements, special techniques, adapted content and experience. Teachers should be prepared to delete or modify certain curriculum areas to make them more meaningful.

Most hearing impaired students who have good language skills should meet the expectations set for hearing students. Many of these students can cope with the whole science curriculum with help in language, others may only be able to cover the core areas as listed. When teachers are selecting topics they should consider:

1. the student's experiences, interests, etc.

2. the student's level of hearing loss

3. the student's ability to use the English language.

B. ELEMENTARY SCIENCE

The objective of the Elementary Science Curriculum Guide (Alberta Education, 1980) are appropriate for hearing impaired students. A solid foundation of scientific concepts and process skills is needed in the elementary years. Teachers should present material in a way that is meaningful to hearing impaired students. The monitoring of progress is extremely important to ensure that these concepts and skills are learned.

C. JUNIOR HIGH SCIENCE

The objectives of the Junior High School Curriculum Guide (Alberta Education, 1978) are appropriate for junior high school hearing impaired students.

The following points should be kept in mind:

1. the teacher must be prepared to provide additional assistance with scientific vocabulary, abstract ideas, idiomatic expressions, etc.

2. if the hearing impaired student has not obtained some necessary skills such as inferring, predicting, experimenting, etc., the teacher may find it necessary to review some of these elements as outlined in the Elementary Program of Studies.

D. HIGH SCHOOL SCIENCE

The objectives in the most recent Alberta Education Senior High School Guides for Physics, Chemistry and Biology are appropriate for senior high school hearing impaired students.

The following points should be kept in mind:

1. these levels are most heavily laden with the use of technical vocabulary. Special care needs to be taken to ensure that the teaching of science concepts and not language are of primary importance;
2. special concern needs to be shown to a student planning to continue with post secondary education. Core subject areas will need to be mastered by these students.

E. RESOURCE MATERIALS

The texts recommended by Alberta Education should be used as the teachers' primary resource. Teachers may have to modify activities to meet the needs of hearing impaired students. Study guides that list instructional objectives in a checklist format are a valuable resource for teachers of the hearing impaired.

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

SOCIAL STUDIES

A. BASIC PROGRAM

The objectives of the Social Studies curriculum for hearing impaired students are consistent with those outlined for all students throughout the province by Alberta Education (1981). Teachers of hearing impaired students need to have available to them:

1. the most recent Social Studies Curriculum (Grades 1 - 12)

2. the learning resources as outlined by Alberta Education.

B. INTEGRATION OF CURRICULAR AREAS

Many of the sections which are outlined in the Living/Vocational Skills section of the curriculum for hearing impaired students have appropriate objectives for inclusion in the social studies area. "One quarter of the total class time allotted for social studies in any year is available for inquiry into issues that are selected by teachers, students and community" (p. 5, Alberta Education Social Studies Curriculum). It is recommended that teachers include topics from living and vocational skills during that time.

Teachers should note that the recommended model in the Social Studies curriculum for developing inquiry skills and participation skills is congruent with the teaching model recommended in the language curriculum (Blackwell). This enables teachers to combine their teaching plans using social studies topics to develop language principles and vocabulary along with skills of gathering and organizing data, interpreting ideas and participating in group decision making.

C. LANGUAGE MODIFICATION

The emphasis of the provincial curriculum is on the inter-relation of objectives in three areas: values, knowledge and skill. Teachers of those severely hearing impaired students who are limited in their receptive and expressive language may find that discussion in the values area is difficult. Many questions are abstract, hypothetical and based on comprehension of the concept "if". Teachers should continue to encourage their studetns to clarify and compare values, attitudes and behaviors. The vocabulary and language principles of comparison and choice, friendliness, concern for the well-being of others and self-reliance are essential to the initiation of such discussions and should be taught in the earliest grades (see Understanding Self and Getting Along With Others).

In order to achieve the objectives listed under knowledge, teachers of the hearing impaired should use direct experience, film, filmstrip and other non-verbal approaches to learning. However, unless symbolic labels (spoken words, written words or signs) are attached to the appropriate objects, actions or concepts, the students will comprehend and retain only a chain of visual associations. The language of the topic is basic to further study in any area.

Skill objectives are a refinement and carefully directed extension of language skills in receiving, refining and communicating ideas and organizing facts.

D. AREAS OF EMPHASIS

1. An important part of providing an advantageous learning environment for hearing impaired students is to ensure peer group interaction. This may be facilitated by:

    a. providing flexible seating to create optimum conditions for communicating
    b. providing classroom activities that require group interaction
    c. observing students closely to see that they are adjusting socially and are participating in group activities.

2. Hearing impaired students should be encouraged to take responsibility for some decision making, beginning at elementary age levels, and they should be required to accept the consequences of the decisions they make. This is essential in developing:

    a. self confidence
    b. the ability to think through two courses of action, and
    c. the tolerance for the realities of negative consequences.

3. Much general knowledge is absorbed by hearing students through incidental learning. For example, current events as discussed on radio and television and certain social nuances are often missed by the hearing impaired. These matters which are usually learned incidentally by hearing students should therefore be taught formally to the hearing impaired.

4. The review and reinforcement of knowledge imparted informally is frequently available to hearing students. For example, a brief review of the geography of Canada is available nightly on the television weather report. Frequent review is necessary in formal ways for hearing impaired students. It may be necessary to review topics undertaken during elementary years at Junior and Senior High Levels, when students have greater command of language.

5. The social studies area may present particular problems for hearing impaired students at exam time. Teachers need to make sure that hearing impaired students understand the test questions.

E. STRATEGIES

Assistance and materials may be obtained from Alberta Education Consultants for the Hearing Impaired in the regional offices in Edmonton and Calgary. It is strongly recommended that teachers in integrated classrooms refer to the Special Education Handbook section: "The Hearing Impaired Student in the Regular Classroom; E. Basic Strategies for Assisting Hearing Impaired Students in the Classroom".

LIVING
VOCATIONAL
SKILLS
SECTION

L/V Skills Section

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INTRODUCTION

This section of the Hearing Impaired Curriculum Guide focuses on Living/Vocational Skills to help hearing impaired students develop maximum independence and responsibility as adults. It may be utilized to meet the needs of hearing impaired students with varying degrees of hearing loss, in special classes or integrated settings. Included are objectives, strategies and materials for teaching various skills.

The division into levels applies to approximate ages as follows:

Level 1	0 - 3 years
Level 2	4 - 6 years
Level 3	7 - 9 years
Level 4	10 - 12 years
Level 5	13 - 15 years
Level 6	16 and over.

It should be noted that the functioning level of the student determines appropriate placement.

Teachers are urged to read the Special Education Handbook section "The Hearing Impaired Student in the Regular Classroom" before implementing the curriculum.

NOTE:

The Level 1 component of this Living/Vocational section of the Hearing Impaired Curriculum Guide is available upon request to those involved with very young children (0 - 3 years) from:

Alberta Education
1200 Rocky Mountain Plaza
615 Macleod Trail S.E.
Calgary, Alberta
T2G 4T8

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/ Self-Identification		
The child:		
Identifies self by name.		
Identifies family members.	Use doll house, dolls.	
Identifies activities which he likes/dislikes.	Observe child during free play, noting child's preferences.	
Recognizes similarities and differences among others, e.g. big, small.		
2. Physical Self		
Identifies the five senses and indicates the body part involved.	Play games, having children close eyes and identify things by touch. Use feeling boards, jars with "smelly" substances. Play "I spy", etc.	
Demonstrates some understanding of growth.		
Recognizes that people are either male or female.	Make collages with pictures of boys/men and girls/women.	
Identifies some actions requiring privacy.	Teach appropriate behavior, e.g. close bathroom door.	
3. Emotional Self		
Identifies specific emotions in self and others.	Make stick puppets with happy and sad faces. Have children hold up appropriate puppet in response to story, picture.	
Recognizes the existence of a wide range of emotions and feelings.	As model, discuss own feelings as they occur.	Free to Be ... You and Me. I Like Myself.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Provide situations where children learn to recognize different sights that indicate feelings, e.g. who is a sad/happy looking person?	
	Practise saying nursery rhymes as if angry/sad/happy etc.	
	Make collages with pictures of people displaying various emotions.	
Recognizes that feelings can be expressed in appropriate or inappropriate ways.	Role play situations involving emotion where gestures, facial expressions and posture are utilized.	
	Have students look directly at the person to whom they are speaking or listening.	
Indicates discomfort.		
Responds appropriately to feelings.	Use role play.	
	Encourage appropriate response, e.g. hug. Point out inappropriate response, e.g. laugh when someone is hurt.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The child:		
Indicates some basic needs.		
2. Factors Affecting Relationships		
Differentiates between familiar and unfamiliar people.		
Demonstrates respect, protection, cooperation, caring for other people.		
3. Handling Social Interaction		
a) Expressive Communication Skills		
Communicates in a variety of ways.	Have children address the person spoken to by name and look directly at or face the person they are talking to or listening to. Role play different situations, verbal/non-verbal, using touch, gesture, facial expressions, posture.	
b) Receptive Communication Skills		
Follows simple directions.	Have children play direction games, e.g. "Simon Says". Give directions, e.g. close door.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
c) Problem Solving and Decision Making		
Makes simple choices.	Provide frequent and systematic opportunity for children to make choices, e.g. choosing between activity centres, toys.	
Begins to participate in decision-making process.		
Begins to recognize consequences of his choice.	Point out consequences. Use role play.	
	Have children participate in the development of classroom rules and accept them.	
4. Rules and Routines		
Recognizes and predicts a routine sequence at home and school.	See Citizenship and Individual Responsibility.	
	Establish daily classroom routines; have children indicate the sequence of activities.	
	Have children cut out pictures from magazines. Use dolls.	
Follows most rules at home and school.	Provide reinforcement (praise) for following rules.	
5. Social Roles		
Identifies some roles associated with the family, e.g. mother, father.	Discuss various family groupings, e.g. nuclear family, single parent, and the roles each individual may assume. Use role play.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
6. Values and Social Expectations		
Demonstrates appropriate behavior at home and school.	Have children role play appropriate behavior, e.g. as a guest in a home.	
Recognizes differences in cultures, e.g. costume, food, language.	Teach children about other cultures: their food, customs, through stories, cooking, crafts, dance.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes that he is deaf.		
Distinguishes between hearing impaired and hearing individuals.		
Recognizes ways in which he is like other people.		
With assistance, recognizes international symbol of deafness.		
Wears hearing aid consistently.		

TRAVEL
Level 2
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifes vehicles.	Provide classification exercises, e.g. with toy cars, trucks.	
	Point out difference in toy vehicles during free time play.	A.M.A. Materials Police Department Materials.
	Read stories, show films.	
Identifies some traffic signs.	Make signs and display in class. When children are familiar, go on field trips in the community and point signs out.	
Travels in immediate neighborhood independently.		

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Follows simple directions.		
Recognizes basic traffic signs and symbols.		
Recognizes landmarks in school and neighborhood.		
Follows established routines for riding in vehicle.	Provide consistent routines for riding in vehicles and reinforce child for complying with procedure. Emphasize importance of using seat belts.	

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies a variety of foods.	Have child experience, by use of all senses, foods in as many ways as possible: as they grow, are purchased, prepared, whole and in part, raw and cooked various ways, as planted and harvested.	Cool Cooking for Kids.
	Go on field trips to gardens, farms, grocery stores and restaurants.	Canada Food Guide.
	Provide cooking and serving experiences.	Dept. of Agriculture Materials.
	Use dramatic play in house corner or restaurant interest center, using real food items.	
Identifies nutritious foods.	Go on field trip to grocery store.	
Identifies some "junk-food".		

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body		
The child:		
Identifies some basic body parts.	Play body part identification games, e.g. "Head, shoulders, knees and toes".	Hap Palmer records.
	Trace child's silhouette, dress in child's own clothes.	
Recognizes differences between boys and girls.	Have child play with, change and bathe real live babies with the help and cooperation of an understanding parent. If not available, use appropriate models and pictures.	
2. Care of Body		
Assumes initial responsibility for body hygiene, e.g. washes face, brushes teeth, toileting.	Have a class discussion about reason and method of caring for own body. Provide practice, e.g. have child clean teeth after lunch. Use role play.	
	Invite dental hygienist.	
Seeks help appropriately when sick or hurt.	Use role play and class discussion. Go on visit to school nurse, doctor's office, hospital emergency unit.	
3. Drugs		
Takes drugs only when administered by a responsible adult.	Use class discussion and role play.	
	Invite class visitor or go on field trip to St. John's V.O.N., pharmacist, stores.	

HEALTH
Level 2
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates knowledge about how community helpers help us.	Have a class discussion. Go on field trips. Read stories. Invite class speakers. Use role play.	
Demonstrates an understanding of places to go to for medical help.	Go on field trip to doctor's office and hospitals. Invite guest speakers, e.g. nurse, ambulance driver.	

SAFETY
Level 2
A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates awareness of common sources of danger within the home.	Have child tour own home; discuss and describe coping with dangers from: - electrical outlets - appliances - stairs - sharp objects - poisons - hot water from taps - loose rugs - basements - ice and snow - falling objects - matches, etc. Have child tour other homes to observe that these dangers are present there also. Use role play.	Home Safe Home. Stories About Safety. Early Bird Series.
Demonstrates understanding of danger of fire in the home.	Invite guest speaker: fireman. Collaborate with parents to establish fire safety procedures at home.	Alberta Safety Council Materials.

SAFETY
Level 2
B. In the School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates awareness of common sources of danger within the school setting.	Have child tour own school room and the larger physical plant. Discuss coping with dangers from various sources as listed under Safety, In the Home, plus boiler room, parking lot, etc.	
Demonstrates understanding of danger of fire in the school.	Establish buddy system. Practise fire drill.	

SAFETY
Level 2
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates awareness of common sources of danger within the community.	Tour selected areas of community and discuss coping with various dangers. Discuss playground safety, danger in construction areas, etc.	

WORLD OF WORK
Level 2
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The child:		
Manipulates a variety of construction materials and tools.	Demonstrate correct use of tools. Have child experiment with hammer, scissors, egg-beater, etc.	Workjobs I and II. Workjobs for Parents. I.P.A. Manual, 1980.
Follows simple rules of organization and care of tools and materials.	Label storage areas. Discuss and demonstrate cleaning and storage, e.g. crayons in box, clean paint brushes. Use play centres, e.g. tool centres, art centres.	
With supervision, constructs simple projects.	Demonstrate steps to be followed. Assist child when necessary.	
Demonstrates safe use of simple tools.		
2. Following Directions		
Follows simple directions.	Play "Simon Says" or other games using simple directions.	Consumer Sequential Cards.
Responds to persons in authority.	Use role play, e.g. how to respond to principal, policeman.	
3. Decision Making		
Chooses between two or more alternatives.	Provide a variety of materials for a project; have child choose one.	

WORLD OF WORK
Level 2
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Independence The child: Behaves appropriately in familiar situations, e.g. playground, school.	Have a class discussion about appropriate behaviors. Use puppets.	Magic Circle. 100 Ways to Enhance Self Concept in the Classroom.

WORLD OF WORK
Level 2
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The child:		
Recognizes that most people work.	Go on field trips to visit workers.	Self Awareness/ Career Awareness. What Do People Do?
Demonstrates understanding that work brings income, e.g. to parents.	See Money Management section.	
Demonstrates understanding that doing work well brings satisfaction.	Provide child with a variety of experiences in completing tasks well. Use class discussion and role play.	
2. Job Awareness		
Demonstrates understanding of work done by some community workers.	Go on field trips; use slides.	
3. Job Demands		
Follows simple instructions.		
Completes tasks as assigned.	Provide child with various classroom responsibilities on which others depend: pet or plant care, snack serving, etc. Have a class discussion. Use role play of various situations in which children do and do not complete tasks.	

WORLD OF WORK
Level 2
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The child:		
Recognizes that most adults work.		
Identifies activities he likes/ dislikes.	Use role play; provide activity centres.	

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The child:		
Recognizes own clothing.	Label each article of clothing so that the child recognizes it as his own.	Wabash Guide.
Dresses self with minimal assistance.	Begin with most easily donned pieces of clothing.	
Accepts some responsibility for care of clothing.	Label hooks, drawers, cubby holes or lockers so the child can hang or place clothes.	
Uses hangers and storage areas.	Provide each child with his own storage place and train him to use it.	
Demonstrates awareness of the difference between clean and soiled clothing.	Have child put soiled clothes in the laundry hamper. Discuss when clothes should be washed.	
2. Selection		
Demonstrates awareness that selection of clothing is dependent on weather and season.	Use role play. Set up housekeeping corner with weather appropriate clothin.	
Demonstrates awareness of appropriateness of clothing for various occasions.	Use role play and appropriate children's stories.	
Selects own clothing occasionally.	Elicit parental cooperation in allowing child to develop increased independence.	
3. Construction		
Identifies and uses sewing tools.	Have child experiment.	

HOME MANAGEMENT
Level 2
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The child:		
Demonstrates awareness that food can be purchased in stores.	Go on field trips to various types of grocery stores to purchase snacks.	Canada Food Guide. Department of Agriculture Materials.
Makes simple purchases.	Use role Play. Set up grocery store corner. Go on field trip to grocery store.	
2. Eating		
Behaves appropriately at meal times.	Role play dining situation. Go on field trip to restaurant.	
With assistance, cleans kitchen utensils and dishes.		
3. Preparation		
Demonstrates some understanding of measuring, counting, etc.	Provide classroom experience with a wide variety of subjects to be counted, measured, used in one-to-one correspondence, e.g. cups, spoons, raisins.	
Recognizes basic kitchen tools and appliances and their uses.	Provide opportunity to play with water and kitchen tools in sink or water tray. Have child use toaster, egg beater.	
Demonstrates knowledge of basic steps in preparing foods.	Have child prepare a variety of simple foods with appropriate assistance, e.g. peeling, cutting, cooking carrots.	Kids in the Kitchen. The Kids Cookbook.

HOME MANAGEMENT
Level 2
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Serving		
The child:		
Assists in preparing table for meal.	Teach child to fold napkin, place and count utensils, return soiled dishes to sink, push food scraps into garbage can.	
5. Preserving		
Demonstrates understanding that refrigeration and freezers are used to preserve food.	Bring food to classroom, e.g. cottage cheese, that should be refrigerated, and allow to spoil. Examine daily.	
Demonstrates understanding that food must be handled with care and cleanliness.	Discuss importance of cleanliness associated with food.	
Demonstrates understanding of appropriate storage of food.	Go on field trip to purchase a variety of food which will then be stored appropriately. Teach child to put cans in cupboard, produce in refrigerator, etc.	
6. Production		
Demonstrates knowledge that foods come from various sources.	Go on field trips to gardens, farms, dairies, poultry farms, lakes.	
	Have child plant, tend and harvest a small garden, go fishing, gather eggs.	Kids' Garden Book.
	Have various plants in class.	

HOME MANAGEMENT
Level 2
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The child:		
Recognizes similarities and differences between his home and the homes of others.	Go on field trips to apartment, trailer, duplex, etc. Have a class discussion.	
2. Furniture and Furnishing		
Names and describes use of common home furniture and appliances.	Set up dollhouse, activity centre, housekeeping corner. Go on field trip to furniture store, show homes.	Housekeeping Corner Materials.
3. Care and Maintenance		
Demonstrates ability to tidy his own area at home and at school.	Establish classroom routine to encourage responsibilities, e.g. clean-up time.	
Performs simple household tasks, with supervision.	Set up housekeeping corner. Have child clean-up after snacks.	

HOME MANAGEMENT
Level 2
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes that young children need care.		
Demonstrates ability to help care for younger brothers and sisters.	Provide opportunities for child to assist, e.g. get bottle, diaper.	

MONEY MANAGEMENT
Level 2
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Discriminates between coins and bills.	Provide tray with real coins and bills for the child to sort.	Materials from Dept. of Consumer Affairs.
	Go on field trips to store where a familiar item is purchased several times using various pieces of money.	
Identifies coins.	Play sorting games. Use real coins.	Real coins.
	Have child sort coins for play store or find all of the quarters so that items can be bought.	
Demonstrates understanding that people work for money.	Encourage parents to pay child small sums for completing appropriate tasks.	
	Go on field trips to observe a variety of working environments, including those similar to that of child's parent.	
	Use role play.	

MONEY MANAGEMENT
Level 2
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates understanding that money purchases goods.	Go to various stores where child selects an item, pays for it and carries it out. Use role play. Have child use real coins to "buy" real items in classroom store as an extension of field trips. Have child pay his own bills and admission on field trips and receive change from transactions.	
Demonstrates understanding that some things cost more than others.	Go on field trips to stores where child buys two or three items of different price.	

MONEY MANAGEMENT
Level 2
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates initial understanding that money can be saved and used at a later date.	Have children do small chores for people whom they know, e.g. janitor, school secretary, principal. Hold coins received and help children plan what to do with them. First plan to spend after nap, tomorrow, then next week. Save money for very short time initially.	
	Have child use piggy bank.	Piggy bank.
	Set up bank corner.	
Demonstrates knowledge that items or money borrowed must be returned.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates awareness that family members share privileges and responsibilities.	Give child routine responsibility to perform a task for the family. Select a task within his capabilities so that he can be required to complete it responsibly. Have class discussion or make pictorial list of responsibilities which each family member assumes. Have class discussion of privileges and pleasures of family life.	
Identifies what consititutes a family.		
Identifies family members.	Ask child to bring pictures of family members.	Family Photo Albums. Red Riding Hood. Free to Be ... You and Me.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies classmates and staff members by name.	Address student by name. Encourage use of name/name sign. See Understanding Self and Getting Along with Others.	
Identifies some rules.		
Responds to authority in the classroom and school.		
Identifies personal, private and public property.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Recognizes that events occur outside of home and school.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The child:		
Distinguishes between living and non-living things.	Take the children on a walk around the school yard, stopping occasionally to touch either a plant or an insect or a stone, etc.	
Explains the difference between a member of the plant and of the animal kingdom.	Keep some living things of both kingdoms in the classroom, e.g. gerbils, fish, plants, canaries, to provide the opportunity for the children to care for living things.	I.P.A. Manual, 1980.
Identifies characteristics which are shared by other living things and himself.	Discuss the need for food, water, air, and warmth; similar body parts.	
Demonstrates understanding that animals have feelings by handling or caring for them with empathy and consideration.	Bring a dog, cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Allow children to pet or hold the animal to demonstrate an understanding of this concept.	
Begins to assume responsibility for the care of a plant or pet.	Have classroom pets, plants.	
2. Natural Phenomena		
Describes weather from outdoor conditions.	Use flannelboard.	
Identifies some characteristics of each season.	Use pictures; make collages; show slides.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Energy		
The child:		
Identifies some sources of heat and light.		
4. Pollution		
With assistance, identifies and disposes of litter.	Make an automobile litter bag from a coat hanger and a plastic bag. Use this opportunity to stress the danger of plastic bags.	
Demonstrates some knowledge of reasons for not littering.	Take the children onto the school grounds and have them pick up litter. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.	
Recognizes clean air/water is necessary for good health.	Discuss the activities of man that can make the air "dirty". Collect and discuss pictures or slides that illustrate this concept. Demonstrate the concept that water may be polluted or contain harmful substances and yet LOOK CLEAN. Mix salt into one glass and compare it to a glass of clean water; they look the same but certainly are not.	
5. Conservation		
Demonstrates some understanding of the recycling concept.	Show examples of recycled products. Make "creations" from litter, e.g. collages.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates responsibility for keeping immediate environment clean and free from refuse.	Have children participate in Arbor Day activities to assist in developing an appreciation for plants in the "Web of Life". Provide a similar opportunity during spring clean-up to reinforce the concern for our environment at this level.	
	Give child the job of classroom caretaker for a day. Have the class "caretaker" pick up litter and generally tidy up the classroom.	
Demonstrates awareness of dangers inherent in outdoor tools and chemicals.	Show the class tools that they are not allowed to use. Explain why these are not to be used by children.	
	Explain and give examples of dangerous chemicals and talk about the importance of having a parent or other adult apply or use such things as sprays, fuels, knives and axes.	
Follows water safety rules.	Invite guest speaker: Red Cross Instructor.	Posters and pamphlets from Red Cross Society.
	Have a discussion about dangers, e.g. never go swimming alone, never swim or float on an inner tube, etc. into water that is unfamiliar.	
Demonstrates some awareness of the danger and effect of fire.	Introduce "Smoky the Bear" or "Paddy the Beaver" and talk about forest fires.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
E. Environmental Education.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Recognizes various unsafe outdoor practices.	Get a glass of dirty snow in the classroom to show why one should not drink it. Collect and show some of the most common berries that the children might encounter and which they must avoid, e.g. dogwood, cottoneaster, honeysuckle. Stress that no berries, etc. should be eaten unless given by a responsible adult.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/ Self-Identification		
The student:		
States/writes/signs name, age, address, telephone number.	Use visual instruction and reinforcement. Place printed names on desk/ belongings; have class directory, student I.D. cards; make figure outline of child with information below. Send home information sheet about student. List this information in a student book.	All About Me.
Identifies self as being a member of a family.		
Identifies some areas of strength and some areas of interest.	Use discussion, show and tell, one-to-one talk.	Magic Circle.
	Provide positive reinforcement; use role playing, puppetry.	D.U.S.O.
Compares similarities and differences between people, e.g. eye color.	Discuss similarities and differences, size, shape, weight, concepts. Provide auditory discrimination awareness training.	
2. Physical Self		
Identifies the five senses and indicates body part involved.	Play "Simon Says", circle games, mystery box.	Peabody Language Development Kit. Listen and Think, Level B. Move It.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding that growth, physical development and maturation affect physical abilities.	Have students contribute to a list of things which they could not do before they started school but which they can do now. Discuss the fact that both maturation and practise contribute to learning new skills.	
Identifies sex of self and others.		
Demonstrates understanding that people have physical differences.	Have students note differences in hair, fingers, toes, arms, legs, hands, feet, voices, etc.	
Demonstrates understanding of the need for privacy.		
3. Emotional Self		
Identifies specific emotions by name in self and others.	Use role playing; use television as a listening/teaching device. Discuss emotion in human interaction, e.g. feeling happy, sad, angry, fearful, left out, and expressions, etc. involved.	Schools Without Failure. D.U.S.O. Level 1. Love Is A Special Way of Feeling.
Identifies emotions from a wide range of stimuli.	Use pictures which have clear, uncluttered background. Use role play, stories, pantomime.	Magic Circle.
Recognizes that people affect one another's emotions by the things they say or do.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates when he is feeling uncomfortable.	Use stories about human situations, role playing, open-ended stories.	How Do You Feel?
Demonstrates ability to relax.	Introduce students to relaxation techniqeus, e.g. yoga.	
	Use discussion, open-ended stories.	
	Use filmstrips and tape-recorded materials for role playing.	
Responds appropriately to feelings.	Use open-ended stories and ask, "How do you feel?, What would you do?". Use stories about human situations.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Demonstrates understanding that food, shelter and clothing are basic needs.	Have a discussion about stories read.	All About Me.
Identifies those who provide basic needs for him.	Have on-going class discussion of family interactions, and family responsibilities.	
Identifies situations in which people need help or protection.	Discuss role of school nurse, the police, firefighter, doctor, dentist, etc. Role play situations, e.g. hurt lost, being ill.	
2. Factors Affecting Relationships		
Categorizes familiar and unfamiliar people in terms of age, role.	Discuss student's position in the family, e.g. younger, older members.	D.U.S.O. Level 1. Magic Circle.
Demonstrates respect, protection, cooperation, caring for other people.		
3. Handling Social Interaction		
a) Expressive Communication Skills		
Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.	Have "Show and Tell" during morning exercises.	
Communicates with others in socially acceptable ways.	Have class discussion. Monitor classroom and playground interaction. Use role playing.	D.U.S.O. Level 1: Rules for discussion. Magic Circle. Schools Without Failure.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
b) Receptive Communication Skills		
The student:		
Follows directions.	Play "Simon Says".	Peabody Language Development Kit.
c) Problem Solving and Decision Making		
Practises making personal decisions in the classroom.	Provide frequent and systematic opportunity for students to make choices and learn to accept consequences. Use games, craft activities, role playing.	Values Clarification. Teacher Effectiveness Training.
Participates in decision making process.		
Recognizes possible consequences of decisions.	Ask "What would happen if ...?", "What could happen?". Use role playing.	
Identifies a problem situation and suggests a possible solution.		
Participates in appropriate conflict management strategies: taking turns, apologizing, soliciting, intervention, sharing.	Provide alternate endings for well known stories.	
4. Rules and Routines		
Identifies basic school rules.	See Citizenship and Individual Responsibility. Use classroom discussion, role playing, show and tell. Discuss classroom rules, why we have to have rules.	Values Clarification. Teaching Social Behaviors to Young Children.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have a "Happy Face" and good citizen chart.	
Follows most rules in the classroom and on the playground.	Provide positive reinforcement for appropriate behavior.	
Identifies and accepts consequences of breaking school rules.		
Identifies rules which cannot be changed and routines which can be modified.	Discuss school rules, classroom rules and the need to have them.	
Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games.	Use games that enable individual children to create the rules, e.g. rules governing free time.	
5. Social Roles		
Identifies characteristics of family roles, e.g. sister, brother.	Have a discussion of a variety of family roles.	
Identifies leaders within the classroom or playground.		
Recognizes the authority and responsibilities associated with some adult roles.		
Identifies multiple role of familiar adults, e.g. father is also an employee.		
6. Values and Social Expectations		
Demonstrates appropriate behavior in home, school and community.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies differences in cultures, e.g. costume, food, language.	Have student learn about other student's holidays, foods, customs, through music stories, cooking, crafts. Use role playing.	
Recognizes basic values, e.g. honesty, kindness.		
Recognizes need for social rules.		
States simple rules and recognizes when they are broken, e.g. golden rule, school or class rules, rules for games.	See Section 4, Rules and Routines.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of his handicap and its implications.		
Distinguishes between hearing impaired and hearing individuals.	Discuss degrees of hearing loss. Identify other deaf people with whom members of the class have contact. Identify family members as deaf or hearing.	
Recognizes ways in which he is like/unlike other people.	Have class discuss problems that are unique to the deaf and recognize that they share common problems and concerns with the hearing prople.	
Demonstrates knowledge of different modes of communication used by hearing impaired individuals.	Discuss use of residual hearing, speech reading, oral and manual communication as they relate to various degrees of hearing loss, effectiveness in use, and problems which may be encountered. Have students identify situations when written communication or the use of interpreters may be required.	
Recognizes international symbol of deafness.		
Recognizes there are regional differences in sign language.	Explain to students that signs used for various words vary in different geographic areas and give some examples. Have class discuss regional differences in the use of English or other languages to illustrate the concept that all languages change and evolve.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to take good care of hearing aid.	Have students demonstrate replacing batteries, cleaning ear molds. Have students discuss dangers of unsafe practises, e.g. getting batteries wet.	

TRAVEL
Level 3
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies ways people can travel: walk, bicycle, school bus, private and public transportation.	Make charts, cut out pictures of the various modes of travel.	
Identifies basic traffic signs.	Make cardboard traffic signs and role play action for various signals.	Survival Signs. Road Signs of the Times.
Recognizes school patrols and follows directions.	Have a class discussion about the purpose of school patrol. See Safety, School.	
Travels independently in neighborhood, e.g walking.	Set up short trips to specific locations with the class in the school and immediate areas.	

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows written and verbal directions.		
Obeys traffic signs and symbols.		
Recognizes landmarks in wider community.		
Recognizes simple maps.	Have student draw a simple map of desk, school.	
Demonstrates appropriate behavior in various forms of travel.		
States where to go for help if lost.	Invite guest speaker. Explain "Block Parent" program and sign.	

HEALTH
Level 3
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies a variety of foods and their sources.	Go on field trip to neighborhood grocery store, dairy, bakery, etc.	
Classifies food into appropriate food group.	Make a "Grocery Store" corner.	Peabody Song Kit, Level 1.
Selects a balanced meal.	Read and discuss stories, poems.	
Demonstrates knowledge of the rules of good nutrition.	Have class discussion about nutrition. Discuss what food groups need to be combined to form a balanced meal. Serve nutritious snacks in class.	Materials from Milk Foundation and Medical Associations. Canada Food Guide. General Foods Corporation Materials. Nutrition Communication.
Demonstrates understanding of "junk food" to be avoided between meals.	Use class discussion and experience with nutritional snacks. Discuss advertisements of products directed at the child consumer, e.g. sugar coated cereal.	
Recognizes the importance of hygiene practises in food preparation.	Use consistent routines when preparing food. Invite health nurse to talk to class.	

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body		
The student:		
Identifies basic body parts.	Use body image test to establish what student knows.	The Human Body.
	Play "Simon Says".	
	Have student locate body parts in musical games.	Peabody Language Development Kit.
Recognizes and explains differences between boys and girls.	Have a classroom pet.	Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health. The Spice Series.
	Teach student to develop correct vocabulary for body parts and functions in relation to himself and animals.	
2. Care of the Body		
Demonstrates some independence in matters of personal hygiene.		
Assumes some responsibility for personal belongings, e.g. grooming articles.		
States reasons for taking good care of the body.	Have class discussion: "Why be clean?".	It's Fun to Be Healthy. Good Health Habits.
	Set up interest centers, e.g. dentist office, beauty parlor, equipped with real equipment whenever possible.	
	Go on field trip to a health clinic.	
Practises physical fitness program.	Have student practise during physical education class.	Health and Safety for the Young Child.

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of what to do in case of minor illness.	Set up interest center, e.g. doctor's office with real equipment whenever possible. Invite guest speaker, e.g. school nurse.	Medical Kit (toy).
3. Drugs and Alcohol		
Takes drugs only when administered by parents, guardians or medical personnel.	Discuss when drugs are administered, e.g. for illness. Stress the fact that medication should only be taken when administered by parents, guardians, medical personnel.	
Differentiates between vitamins and drugs.	Discuss purpose of taking vitamins as opposed to the purpose of taking drugs.	

HEALTH
Level 3
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies health helpers and their function.	Invite guest speakers: health helpers, e.g. doctor, nurse.	
Demonstrates knowledge that these workers are there to help us.	Set up interest center, e.g. doctor's office.	
Identifies places to go to for medical help.	Go on field trip, e.g. to hospital, clinic.	
Recognizes the importance of having a family doctor or dentist.	Have a class discussion. Role play making appointments with doctor and dentists.	

SAFETY
Level 3
A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of common accidents which could occur in the home.	Discuss sources of danger, e.g. toys on stairs, dangers in kitchen area, care in the use of potentially dangerous substances. Describe or role play common causes of accidents and ways of preventing these. Demonstrate proper use of household tools, e.g. electrical appliances. Discuss various labels indicating poisonous or dangerous substances.	How to Have an Accident at Work; How to Have an Accident in the Home; I'm No Fool Having Fun; I'm No Fool With Electricity (films). Home Safety Kit. Curriculum Guide for Elementary Health.
Identifies dangers associated with various areas and items in the home.	Discuss and illustrate dangers associated with: - sharp objects - electrical outlets - appliances - tools, machinery - animals - poison, etc.	
Follows adult instruction about fire drill in the home.		

SAFETY
Level 3
B. In the School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of dangerous situations which could occur in the school.	Dramatize correct procedure for handling sharp tools, e.g. scissors.	Playground Safety; Safety After School; Dangerous Playground (films).
	Practise classroom etiquette, e.g. taking turns, keeping aisles clear of obstacles.	
	Discuss ways to prevent injury, e.g. proper disposal of glass.	The Fall Down, Break a Bone, Skin Your Knee Book.
	Make safety booklets.	
	Tour school buildings.	
	Tour school playground to locate safe and unsafe play areas.	The New Elmer the Safety Elephant.
	Discuss safe places to engage in various activities, e.g. playing ball.	Let's Find Out About Safety. Curriculum Guide for Elementary Health. Health and Safety for the Young Child.
Follows adult instruction about fire drill in the school.		

SAFETY
Level 3
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates understanding of different types of disasters.		

WORLD OF WORK
Level 3
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Identifies more tools and demonstrates greater proficiency in their use.	Demonstrate correct usage of tools. Have student experiment with tools, e.g. hand saw.	I.P.A. Manual, 1980 Workjobs I and II.
Follows simple rules of organization and care of tools and materials.	Label storage areas. Demonstrate and discuss correct storage. Have students store tools.	Tool boards, cubby holes, wall charts.
Constructs simple project independently.		
Follows safety procedures when using tools.	Discuss possible hazards associated with the tools in use and how to avoid injuries.	Attitude and Safety Posters.
2. Follow Directions		
Follows a more complex set of directions.	Provide clear and concise directions; when appropriate, pair with written directions. Praise student for successful completion of task.	Deal Me In. Wall Charts.
Identifies persons in authority in the school and immediate community.	Make posters of people in authority. Have class discussion about these people's responsibilities and how and why students relate to them. Invite guest speakers; policeman, life guard, playground supervisor.	Our Helpers.

WORLD OF WORK
Level 3
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Decision Making		
The student:		
Chooses independently between two or more alternative activities.	Provide a variety of options in materials and activities and have student choose one, e.g. crayons or paints.	Learning Centers.
4. Independence		
Behaves appropriately in unfamiliar situations.	Provide the student with opportunities to contact unfamiliar adults, e.g. seeking aid from janitor. Use role play.	

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The student:		
Recognizes that people are paid for jobs.		
Recognizes that parents have different work and incomes.		
Demonstrates understanding that finishing tasks earns praise.		Courtesy in the Community.
2. Job Awareness		
Demonstrates awareness that people do different jobs: in home, in school, in community.		
3. Job Demands		
Demonstrates good work habits.	Complete behavior management charts for each student to show work completed, working well with others, doing classroom jobs.	A Good Worker.
Demonstrates positive attitude towards work.	Have a discussion, "Why help others?". Compile list and display, "Why people work?".	
Follows more complex instructions.	Give student simple jobs in class.	
	Increase number of directions.	
Completes selected tasks at school and home and begins to assume some responsibility for this.	Select class monitor. Develop "Jobs for the Week" charts.	
Recognizes some of own mistakes and corrects them.	Encourage students to criticize their own completed tasks or jobs.	

WORLD OF WORK
Level 3
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Check student's work and get him to suggest ways that work or work habits can be improved.	Unemployed Uglies.
Demonstrates good listening/ attending habits.	Develop comprehension skills. Read stories suitable for level and ask basic who, why, when, where type questions.	

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies parents vocations.		
Identifies job/careers which may be of special interest to him.	Write list of job titles volunteered by class and discuss.	Sign-A-Mite. Career Cards. Career Awareness. Getting A Job. I Want To Be ... Books. Ladybird Books. Stories About Workers.
Describes abilities and limitations for a specific job.		
2. Awareness of Process		
Demonstrates ability to take and leave messages.	Have students assist in conveying messages to school personnel.	
Recognizes that people must look for jobs.	Discuss necessity of work. Discuss or examine help wanted section, notices, manpower vacancy cards.	

WORLD OF WORK
Level 3
E. Worker's Rights

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Recognizes own self-worth and dignity.		Modern Workers for Career Awareness. D.U.S.O. Kit, Level 1.

HOME MANAGEMENT
Level 3
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Identifies own clothing.	Provide each student with own clothes hook. Print color label on hook and clothing. Discuss what is special about one's own specific clothing.	
Dresses self independently.	Have student use own clothing when learning to button, zip, lace and tie.	
Accepts increasing responsibility for care of clothing.		
Uses hangers and clothing storage areas appropriately.	Make housekeeping center including dress up doll, clothes, and student's own clothing. Play game: place individual article from each child into a pile and have student select his own article. Encourage parents to help student organize clothes closet, e.g. categorizing clothes into school clothes, play clothes, etc. Teach to keep clothing in the same place and in the same order.	
Assists adult with laundry.		
Recognizes when clothing needs repairs.		

HOME MANAGEMENT
Level 3
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Selection		
The student:		
Identifies and selects clothing appropriate for each season.	Use open ended sentences, e.g. "When it's snowing, on my feet I wear ...". Use role playing in house-keeping center.	
Recognizes style appropriate for various uses.	Have class discussion on clothing worn for church, special occasions. Use open ended sentences, e.g. "In gym I wear ... on my feet".	
Chooses own clothing for everyday wear.		
Identifies various types of stores.	Go on field trips to a variety of stores, e.g. men's clothing, women's clothing, shoe store.	
3. Construction		
Identifies and uses sewing tools.	Have student use tools, e.g. needles, scissors. Play games: "Mystery Box"; memory games: "In my sewing basket I will have scissors, ...". Do stitchery projects, e.g. lacing cards.	Sew It Yourself.

HOME MANAGEMENT
Level 3
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Describes what a food store is.	Go on field trip to neighborhood grocery store.	Look and Cook. The Kids Cookbook.
	Have class discussion on different types of food stores.	
	Set up interest center: grocery store (involve student in shopping for classroom store).	Lessons In Living.
Assists in selecting articles on food shopping list.	Go on field trip to food store after compiling a grocery list.	Learning About Fruits We Eat. Nutrition Communication.
	Discuss menu for which you are shopping and quantity of food needed.	
2. Eating		
Demonstrates appropriate etiquette in a variety of settings.	Go on field trips to restaurant. Use role playing.	
	Invite guests for snack.	
Demonstrates ability to use and clean utensils and dishes.	Prepare snacks in class. Make student responsible for preparation and cleaning.	
3. Preparation		
Demonstrates understanding of measuring, counting, etc.		
Uses some kitchen tools, appliances and facilities.		
Prepares simple snacks.	Have students prepare snacks during class time and invite other classes for snacks.	Dishes and Utensils Instruction Lab. ABC Cookery Kids in the Kitchen.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Serving		
The student:		
Prepares table for meal.	Have student practise during snack time.	Dishes and Utensils.
	Invite other classes for a snack.	ABC Cookery.
Serves simple foods.	Have student practise during snack time, e.g. serve crackers to other students.	Kids in the Kitchen.
5. Preserving		
Describes function of a refrigerator and freezer.	Demonstrate and discuss the function of each part of the refrigerator, e.g. vegetable crisper.	
Handles food with care and cleanliness.		
Demonstrates understanding of the concept of perishables.	Demonstrate and discuss what happens to food if it is not stored properly.	
Stores food correctly (cupboard, refrigerator).	Demonstrate and discuss where specific foods should be stored.	
6. Production		
Identifies food sources.	Plant a small class garden. Make student responsible for caring for the garden.	
	Go on field trip to dairy, poultry farm, vegetable garden.	

HOME MANAGEMENT
Level 3
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Recognizes different types of homes.	Have a class discussion on types of homes, e.g. apartment, trailer, house, condominium. Go on field trips, e.g. to homes under construction. Have student build different kinds of homes with blocks.	
2. Furniture and Furnishings		
Recognizes what goes into a house.	Display doll house. Set up a housekeeping center. Have a class discussion, "Where in house do things belong", e.g. furniture, curtains, lamps, dishes.	
3. Care and Maintenance		
With assistance, keeps own room clean.	Ask for a parent report.	
Performs simple household tasks.	Ask for a parent report. Make a housekeeping center. Discusses various jobs, e.g. dishwashing, putting belongings away.	

HOME MANAGEMENT
Level 3
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Explains babysitting responsibilities.	Invite classroom guests: mother and baby.	
	Use stories, discussion and role playing.	
Assists in caring for younger brothers and sisters.	Use stories, discussion and role playing.	
	Go on field trip to day care center.	

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies coins and paper money.	Use sorting and classifying games, matching games, counting games.	Money Makes Sense.
Uses money vocabulary.	Set up activity center; play store with real money.	
	Go on a field trip to store, have students purchase items.	
Writes money amounts (1¢, 25¢, $1.00).	Provide practice.	Good Cents: Every Kids Guide to Making Money.
Lists sources of money (parents, job, hobby).	Discuss pocket money, allowance, parents, work.	
Demonstrates knowledge that a job must be completed to earn money.	Discuss jobs done in the house.	

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MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies places where goods can be bought.	Go on field trips to local stores.	
With assistance, buys items.		
Recognizes advertising on television, radio, etc.	Discuss advertising seen or heard at home.	
Demonstrates understanding that some things cost more than others.		
Describes essential elements in basic living needs (food, shelter, clothing).	Discuss things we could do without. Have students indicate things needed and items not needed; include luxuries.	Let's Go Shopping.
	Use role play for various situations, e.g. going camping.	
Demonstrates awareness of how his money is spent.	Have students keep weekly record of classroom expenditures.	

MONEY MANAGEMENT
Level 3
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of saving money for future purposes.	As a class project, have students earn money to achieve a goal. Discuss why it is important to save money.	Games, e.g. Monopoly.
With assistance, opens a savings account.		
Demonstrates knowledge that people must repay money borrowed.	Role play situations, e.g. neighbor borrowing a tool, friend borrowing money. Discuss what would happen if these were not returned; discuss the consequences. Discuss circumstances requiring borrowing.	One Penny, Two Penny.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes responsibility for his own behavior.	Enlist support of home to have student live with the consequences of his misbehavior.	
Identifies extended family members by name and relationship to him.		
Identifies own family members by role.	Have students discuss activities and responsibilities of various family members: father, mother, big sister, etc. Have students draw pictures showing family members at work.	
Identifies ways in which immediate family is unique.	Have a class discussion. Have students construct "My Family Book". From displays of family snapshots discuss how families differ: number of members, number of parents, boys, girls, ages and sizes of children, etc.	
Differentiates between personal, public and family property.	Define personal, family and public property. Discuss with parents the desirability of teaching respect for child's own possessions at home and at school and for the property of others. Have students draw pictures of family home, family car, family garden, family pets, etc.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies classmates and significant staff members by role.	Make a display of staff pictures with names attached. Make a game of questioning students on names. Encourage students to refer to classmates by name and staff members by name and role.	
Differentiates between personal, private and public property.	Have students classify things as being personal, private or public.	
Follows school rules.	Have students help establish classroom rules. List and discuss school rules.	
Participates in decision making in the classroom.	Involve the students in making decisions about matters which directly affect them.	
Responds to authority in the school.		
Responds to delegated authority in the classroom.	Set up duty rosters; have students take turns to perform tasks and support them in carrying out duties which involve controlling or giving direction to others. Each student should have an opportunity to be a leader sometimes and required to follow at other times.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States the name of his community, town or city.		
Identifies the Canadian Flag.	Have students pick out the Canadian flag from a display or pictures showing flags of various countries.	
Demonstrates knowledge of the National Anthem.		
Identifies the role of common community helpers.	Read stories to students about, discuss and visit the place of work of major community helpers, such as postal workers, police and firemen.	
Identifies facilities available in the community.	Have students draw pictures of facilities especially after a visit to the facility. Label the pictures. View films or filmstrips showing the activities conducted in such places as hospitals, post office, airport terminals when actual visits are impractical.	
States the function of city or town facilities.		
Demonstrates knowledge of community rules and routines.	Have students make a list of rules which we must obey when we travel to and from school, stores, swimming pool, park, etc.	
Participates in community activities.		
Demonstrates understanding of the concept of authority.	Discuss with students the fact that they should obey their parents or grandparents, teachers, babysitters, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Describes some cultural differences in the community.	Invite parents or resource people from different ethnic backgrounds to make a presentation of ethnic food, dance, clothing and artifacts. List differences between urban and rural life.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States newsworthy events witnessed or heard.	See Social Studies Curriculum. Read current newspapers to class.	
Recognizes that television, press and radio, help disseminate information.	Have students prepare chart of daily news and where they heard it.	
Recalls major news item.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology The student:		
Classifies living organisms.	Have student plant and care for a garden. Ask the family to make a special event of using the produce grown by the student at a meal. Play the game of "Animal Imitations": "Look at me! I am a ... (spider, cow, bird, etc.)". Keep some living things in the classroom, e.g. gerbils, fish, plants, canaries. Provide the opportunity for students to care for living things.	Creative Science Experiences for the Young Child (activities).
Identifies basic requirements necessary for growth of living organisms.		Take a Look at Nature (activities).
Identifies environments where plants and animals live.	Using straw, string, twigs, have students make a nest for Easter eggs or for a toy bird; use pictures of nests and a sample nest. Have class make an ant-hill from clay, or a model beaver lodge from twigs.	
Identifies appropriate ways to behave with wild and domestic animals.	Bring a dog, cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Permit students to pet or hold animal to show an understanding of this concept.	
Demonstrates some understanding that parks are conservation areas.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes and appreciates man as a builder of the world of nature.		
Assumes some responsibility for the care of a plant or pet.	In school, or in cooperation with the home, have student care for plants or pets.	
2. Natural Phenomena		
Describes weather from outdoor conditions.		
Identifies some characteristics of each season.		
States how weather affects daily life.		
3. Energy		
Identifies sources of heat and light.		
Recognizes the need to modify climate by such techniques as heating houses or clothing.		
4. Pollution		
Identifies and disposes of litter.	Make an automobile litter bag from a coat hanger and a plastic bag. Use this opportunity to emphasize the danger of plastic bags.	Let's Find the Pollution Solution (filmstrips). Pollution Solutions (mobile).

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Take the students onto the school grounds and have them pick up the litter that is found there. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.	
States reasons for not littering.		
Recognizes that clean air/water is necessary for good health.	Explain how many of the activities of man can make the air "dirty".	
	Demonstrate the concept that water may be polluted or contain harmful substances and yet look clean. Mix salt into glass and compare it to a glass of clean water. They look the same but are not. Provide explicit descriptions.	
Identifies places where noise control is required.	Have students list, e.g. hospital, library.	
5. Conservation		
Demonstrates understanding of recycling concept.	Using litter found on the school grounds, have the students make a litter poster, mobile, statue, etc.	
	Have the students bring a refundable container to school or have them find hidden containers on the playground. After these have been collected or found in the "treasure hunt" take the class to a friendly neighborhood store to convert them to money and buy a "goodie" with the returns.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Show examples of recycled products.	
Recognizes his responsibility to preserve the environment, e.g. not damaging trees.		
Demonstrates awareness of various ways to conserve energy.		
6. Safety		
Demonstrates knowledge of the dangers inherent in outdoor tools and equipment.	Show the class the tools that they are not allowed to use. Explain why these are not to be used by children. Explain and give examples of dangerous chemicals and discuss the importance of having a parent or other adult apply or use such things as sprays, fuels, etc.	
Demonstrates knowledge of water safety rules.		
Demonstrates awareness of the effect of fire.	Show a film about children and matches. Introduce "Smoky the Bear" or "Paddy the Beaver" and talk about forest fires. Provide explicit description.	
Demonstrates the knowledge of various unsafe outdoor practices.	Make a glass of dirty snow in the classroom to show why one should not eat it. Collect and show some of the most common berries that the student might encounter and which they must avoid, e.g. dogwood, cottoneaster, honeysuckle, etc.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/ Self-Identification		
The student:		
States/writes/signs: locality, province, country, ethnic background, ages of family members, birthdate, class, room number.	Provide instruction and reinforcement. Have each student make personal information scrapbook.	
Identifies extended family relationships.		
Identifies and demonstrates or describes some interests or preferences, abilities or talents.	Have a class discussion. Have student write autobiography. Form classroom hobby clubs.	Magic Circle. Schools Without Failure.
Recognizes and accepts physical limitations.		D.U.S.O. Level 2 All About You. Lisa and Her Soundless World.
2. Physical Self		
Interprets and categorizes appropriate visual images, sounds, tastes, smells and tactile experiences.	Make a list of terms related to the senses. Go on field trips. Practise in art classes. Play games, e.g. mystery box game, math and science games.	
Recognizes concepts related to growth and development.	Have a class discussion about age, height, weight, strength, increasing knowledge and skills. Make growth charts. During physical education practise related activities.	All About You.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies sex differences between males and females.	Bring in appropriate guest speakers, e.g. school nurse. Have a class discussion, including appropriate identification of primary and secondary sexual characteristics. Discuss in health class.	Social Learning Curriculum. Primarily Me, Mostly Me.
Identifies physical differences and similarities between self and others.		
Respects the privacy of others.	Discuss the meaning of privacy and the fact that certain things are usually performed in private. List activities which are usually done in private.	
3. Emotional Self		
Identifies an increasing number of emotions in self and others.	Use class discussion and role modelling of various emotions, e.g. being excited, nervous, happy, sad, angry, fearful, left out.	All About You. I Have Feelings.
Identifies emotions in pictorial and written form.	Have a class discussion.	Interaction IV Series.
Identifies causes of emotions.		
Identifies consequences of emotional reactions.	Use role playing.	
Recognizes signs and causes of stress in self and others.	Teach students to verbalize stress responses (expression, posture, verbalization).	Magic Circle. Toward Affective Development.
Practises relaxation, with guidance.	Utilize relaxation exercises which are either scripted or on records.	Centering Book.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Expresses emotions appropriately in a variety of situations. Demonstrates understanding of assertiveness.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Distinguishes between needs and wants.	Have a class discussion about advertising influence on needs and wants. Have students tape record collection of favorite radio and television commercials to analyze. Use class discussion to show that individuals have different needs.	
Identifies needs of safety, belonging and adequacy.	Use role play, appropriate stories.	
Identifies how basic needs can be provided for.	Hold classroom meetings.	Magic Circle. Schools Without Failure.
Recognizes the relationship between behavior and needs or motives.		
Identifies an increasing number of situations in which people need help.		
2. Factors Affecting Relationships		
Given a situation, indicates appropriate responses to persons in varying roles.	Discuss/role play various responses, e.g. to siblings, classmates, strangers.	
Demonstrates respect, protection, cooperation, caring for other people.	Use role play, stories, modelling.	Focus on Self Development: Involvement.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Handling Social Interaction		
a) Expressive Communication Skills		
The student:		
Communicates more effectively with others, e.g. appropriate assertion for needs, direct messages.	Use appropriate stories, class discussion, role playing.	
Communicates effectively with others in socially appropriate ways.	Teach appropriate ways to demonstrate caring for others, extending and receiving greetings, giving and accepting compliments, apologizing for breaches of social conduct.	
Identifies and deals with some blocks to communication in self and others.	Discuss effects of interrupting, blaming, irrelevant comments, put-downs, domination.	
b) Receptive Communication Skills		
Follows complex directions.	Use on-going classroom management. Use role playing and class discussion.	Schools Without Failure.
c) Problem Solving and Decision Making		
Identifies what information is needed to make decisions.		
Given steps in problem solving, demonstrates understanding of the process.		
Recognizes that alternative choices may be made.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies factors which cause a problem.		
Identifies a conflict situation and applies conflict management strategies under direction of teacher.		
4. Rules and Routines		
Identifies school rules and recognizes violations of these.	See Citizenship and Individual Responsiblity. Use class discussion, role playing and appropriate materials.	
Follows school rules without direct supervision.		
Identifies consequences of breaking rules in the community.		
Identifies the need for rules and routines, e.g. order, protection, equality.		
Identifies situations which require the establishment of rules or routines in school or on the playground.		
5. Social Roles		
Identifies roles associated with the school and states some of the characteristics of these roles.	Use role playing and class discussion.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes leader roles in the classroom/playground with peers in structured situations, e.g. games, classroom activities.	Use appropriate on-going classroom management techniques.	
Recognizes that roles involve rights and privileges, duties and obligations.	Have student talk to relatives and friends, report back to class.	
Recognizes that people have multiple roles, e.g. teacher, friend, student, nurse.	Arrange for appropriate classroom visitors.	
6. Values and Social Expectations		
Behaves appropriately in most social situations.		
Demonstrates awareness of differences in cultures existing in community and province.	Have class discussion, guest speakers and field trips.	
Recognizes basic societal values.		
Identifies the behavior which best illustrates a given value.	Have a class discussion about loyalty, respect, acceptance, freedom, equality, responsibility, understanding, interdependence, individuality.	
Recognizes violation of basic societal values.	Use role playing.	
Recognizes that most rules are for the protection of individuals.	Have a discussion about safety rules.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge about what causes his hearing impairment or deafness.	Have class discuss implications such as: need to wear hearing aids; problems in communicating with hearing people; need to depend on visual information for safety in traffic, etc. Discuss the fact that deafness can result from a variety of factors and that it is not always possible to identify the cause.	
Demonstrates ability to cope with limitations of deafness.	Role play various situations which may arise that could lead to frustration; purchasing items in a store; being ignored by the family during conversation; being made fun of by the public. Discuss methods of dealing with curiosity of the public re: hearing aids.	
Distinguishes between hearing impaired and hearing individuals.	Have students identify family members as deaf or hearing. Invite hearing impaired adults to visit the class.	
Demonstrates ability to deal with the reaction of hearing people when they meet for the first time.	Bring in deaf and hearing speakers to explain some of their experiences. Have students discuss some of the reactions students may encounter from hearing people. Have student develop ways to indicate to others that he cannot hear.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Role play ways in which the student can control factors to assist in receiving visual information, e.g. placement in class, asking people to move from in front of the window, asking people to face the deaf when talking, and others.	
Identifies international symbol of deafness.		
Demonstrates knowledge of manual and oral communication.	Explain manual communication, oral communication and communication techniques used by deaf-blind people.	Communication With the Deaf: A Guide for Parents of Deaf Children.
With assistance, demonstrates ability to use telephone communication devices.	Have students practise using the Telephone Device for the Deaf appropriately.	
Performs routine maintenance of hearing aid.	Demonstrate replacement of ear molds and other maintenance techniques; have students practise the skills.	Helpful Hearing Aid Hints.
	Have students discuss proper ear care and problems which may occur with hearing aids, including situations when they should be removed.	
Demonstrates knowledge of availability and use of services and devices for the hearing impaired.	Provide information to students regarding hearing aids, telephone communication devices.	
Demonstrates pride in achievements.	Use stories about deaf people to show that the deaf are successful.	I'm Deaf Too.
	Invite deaf adults to speak to the class about their lives.	

TRAVEL
Level 4
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and demonstrates understanding of a broader range of safety and traffic rules.	Use role playing; discuss safety rules and rules of the road.	Real Life Reading Skills. Reading - Everyday Survival Skills.
Travels independently in community, e.g. walking, bus riding, bicycle riding.	Set up longer trips to various points in the community.	
States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane.	Have students make charts, scrapbooks, picture stories.	

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows more complex set of directions.		
Identifies additional rules of safe travel, e.g. refusing rides from strangers.		
Uses simple maps.	Make maps of the classroom, school and community.	
Identifies alternate routes to familiar destinations.	Make simple maps and have student locate alternate routes.	
Demonstrates appropriate behavior and knowledge of rules in a variety of settings.		
Locates help when required.		Survival Reading, Survival Words.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and classifies food into the four basic food groups.	Invite guest speaker, e.g. dietician, cafeteria manager. Go on field trip to supermarket. Have student keep a diary for one week of food eaten. Discuss the four basic food groups and the combination food groups, e.g. stews, pizza.	Milk Foundation Materials.
Demonstrates knowledge of a balanced diet.	Have students compare what they ate as recorded in their diaries with Canada Food Guide and try to identify where improvements in diet could be made.	Canada's Food Guide and Teacher's Handbook.
Demonstrates knowledge of the relationship between nutrition, growth and development.	Discuss the value and importance of following the Canada Food Guide, e.g. meat provides us with protein, iron, the B vitamins, vitamin A and fat; protein builds new tissue and repairs damaged tissue.	Food and Nutrition Cards. Food and Growth (filmstrip).
Demonstrates understanding of the lack of nutritional value in "junk food".	Have student compare nutrient value of different forms of the same food, e.g. baked potato, french fries, potato chips. Discuss foods that have very little nutritional value, e.g. jam and candy.	
Practises hygiene in food preparation.		

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body		
The student:		
Identifies functions of body parts.		All About the Human Body. The Spice Series. Food and Growth (film). Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health.
Recognizes secondary physical and sexual changes.	Introduce the anatomical characteristics of males and females using elementary and clearly defined terminology.	
2. Care of the Body		
Demonstrates independence in matters of body cleanliness.	Discuss and list the ways to care for body.	
Assumes responsibility for care of personal belongings, e.g. grooming articles.	Label hangers and lockers. Use on-going classroom responsibilities.	
Identifies methods of maintaining a strong healthy body.	Invite public health nurse as guest speaker. Have a class discussion on the importance of good food, plenty of exercise and sleep. See Health, A. Nutrition section.	
Practises physical fitness programs.	Have student practise during the physical education class.	
Demonstrates knowledge of what to do in case of minor illness.	Invite guest speaker, e.g. school nurse. Go on field trip to a health clinic.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of how and when to administer first aid for minor accidents.	Invite guest speakers, e.g. nurse, ambulance attendants. Have students discuss personal experiences.	
3. Drugs and Alcohol		
Recognizes that there is a difference between prescription and non-prescription drugs.	Invite guest speakder from AADAC (Alberta Alcohol and Drug Abuse Commission), pharmacist.	Films: Alcohol: The First Decision: Almost Everyone Does; Drugs: The First Decision; Easy Way Out; First Cigarette; Let's Discuss Smoking.
Recognizes that drugs may have negative effects.		About Drugs. Alcoholics Anonymous materials. Facts About Alcohol.
Identifies medical personnel and their function.	Invite guest speaker, e.g. doctor, nurse, dentist. Go on field trip to a health clinic.	
Identifies hygiene personnel and their function.	Have a class discussion about the duties and responsibilities of various hygiene personnel, e.g. garbagemen, street cleaners.	
Identifies mental health personnel and their function.	Have a class discussion about the duties and responsibilities of various mental health personnel, e.g. school psychologist, social worker. Invite guest speaker, e.g. school counsellor.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to follow emergency procedures.	Have a class discussion about appropriate times to use emergency phone numbers. Invite guest speakers, e.g. operator from the emergency (911) phone line. Use role play.	
States reasons for having a family doctor and dentist.	Have a class discussion.	

SAFETY
Level 4
A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased awareness of common accidents which could occur in the home.	Discuss potential danger situations in the home, e.g. poisons, drugs, firearms.	Safety in the Home (film).
	Dramatize common causes of accidents and ways of preventing them.	Curriculum Guide for Elementary Health.
	Have students draw a floor plan of their home, noting hazardous area.	
Demonstrates safe use of common kitchen tools, appliances, handtools, etc.		
Follows appropriate procedures for fire drill in the home.	Elicit parental cooperation to practise alternate fire routes in the home.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased awareness of dangerous situations which could occur in the school.	Demonstrate correct use of apparatus and tools and discuss dangers of misusing them. Tour school building, noting areas requiring caution.	Playground Safety (film).
Follows appropriate procedures for fire drill in the school.		Curriculum Guide for Elementary Health.

SAFETY
Level 4
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of role of police and firemen in case of disaster.	Invite guest speaker.	

WORLD OF WORK
Level 4
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Selects and uses appropriate tools for a simple project.	Go on field trip to hardware store to examine and select tools; to household department to examine and choose tools. Give a recipe and have students, working in groups, collect all utensils needed to prepare it. Choose a variety of projects within student's capabilities. Have student choose one and complete.	Shop Safety. Films on use of tools. I.P.A. Manual, 1980. Young Homemakers' Series.
Follows rules of organization and care of tools and equipment.	Demonstrate and discuss storage of tools and equipment, e.g. vacuum cleaner, power tools.	
With supervision, constructs more complex projects.		
Follows safety procedures when using tools.	Label storage areas. Discuss possible hazards associated with tools in use and how to avoid injuries.	
2. Following Directions		
Follows more complex set of directions.	Give clear and concise verbal and written directions.	Kids in the Kitchen. Cook and Learn. A Special Picture Cookbook. Deal Me In. Following Directions.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies person in authority in specific work situations.	Discuss role and responsibility of foreman. Invite guest speaker, e.g. construction personnel.	
Accepts supervision in specific work situations.	Do group projects: select one student to head group (foreman). Have each student take this position in turn.	
3. Decision Making		
Demonstrates ability to make appropriate decisions in work situations.	Have class discussion about acceptable work standards; have students judge samples of work and discuss ways to improve. Show and discuss films about decision making.	
4. Independence		
Demonstrates ability to perform satisfactorily in familiar work situations.	Have student assist in library or school office. Explain tasks before student goes and assess performance afterwards.	

WORLD OF WORK
Level 4
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The student:		
Recognizes that people are paid for jobs.	Carry out money raising projects for class and school.	
Recognizes that incomes vary.		
Recognizes that finishing something makes one feel good (self-worth).		At Least A Thousand Things To Do.
2. Job Awareness		
Demonstrates awareness that people do different jobs: in home, in school, in community.	Play game: "When I grow up I would like to be ...".	Very Important People Series. Perhaps I'll Be ... Series. Kids Stuff, Children's Program, CTV Productions. Careers. Jobs A to Z.
3. Job Demands		
Demonstrates good work habits.	Use role play of situations where good work habits are demanded. Use simple contracts and awards and suggest goal-setting procedures.	It's Positively Fun. Courtesy in the Community. A Good Worker. Unemployed Uglies.
Demonstrates positive attitude towards work.		
Follows complex instructions.	Have students follow an increasing number of instructions.	How to Get That Job. Making It On Your Own. Career Awareness Books.

WORLD OF WORK
Level 4
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play games unfamiliar to student; provide written instructions.	
Completes selected tasks at school and home and assumes some responsibility for this.	Have student complete simple tasks without close supervision.	
	Select class monitors.	
	Make a "Jobs for the Week" chart.	
Recognizes own mistakes and corrects them.	Encourage students to criticize their own completed tasks or jobs.	
	Check student's work and get him to suggest ways that work or work habits can be improved.	
Demonstrates good listening/attending habits.	Develop oral comprehension skills. Read story suitable for level and ask basic who, why, when, where, type of questions.	Stories About Workers. How to Hold Your Job. Job Attitudes.
Communicates effectively with peers.		
Assumes some responsibility for maintaining own belongings.		
Follows school routines.		
Travels to school independently.		

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Recognizes that many vocations exist.	Compile an occupational picture file from magazines, etc.	
Distinguishes between fantasy and reality with regard to aspirations, planning for the future.		
Identifies jobs/careers which may be of special interest to him.	Ask students to list and discuss jobs and careers.	Sign-A-Mite. Occupational Alphabet Career Lotto. Perhaps I'll Be ... Series.
Describes own abilities and limitations for a specific job.	Have a class discussion.	Career Exploration - Activity Cards for Fun. Canadian Classification and Dictionary of Occupations.
2. Awareness of Process		
Demonstrates ability to use telephone directory to obtain information.	Use role play of various problems and social situations.	
Demonstrates ability to take and leave messages.	Have student convey messages to school personnel. Have student deliver notes and newsletters home properly.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Develops awareness that people look for jobs.	Discuss where students might get part-time jobs. Compile list of part-time jobs. Discuss classified section of newspaper and the purpose of want ads.	

WORLD OF WORK
Level 4
E. Worker's Rights

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the concept of personal self-worth and dignity.	See Understanding Self and Getting Along With Others.	100 Ways to Enhance Self-Concept.
Demonstrates understanding all people have rights.		

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Identifies and labels own clothing.		
Organizes closet and drawer space appropriately.		
Utilizes laundry facilities appropriately.		
Identifies clothing agents and techniques for various types of materials.		
Assists adult to make repairs.		
2. Selection		
Discusses and analyzes reasons for choosing clothing.	Have a class discussion about comfort and quality of clothing.	
Chooses clothing suitable for work or leisure.	Have a class discussion about dress standards.	
Demonstrates awareness of appropriate style, color, and design.	Discuss suitability of newest fashions.	
Identifies the appropriate store in which various items can be purchased.	Go on field trips to shopping centers. Seek cooperation of parents in providing a wide variety of experiences.	
3. Construction		
Demonstrates ability to use sewing tools. Sews simple items.	Provide student with classroom experience with tools, stitchery projects and other craft work.	Sew It Yourself.

HOME MANAGEMENT
Level 4
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Prepares a shopping list.	Discuss menu for which students are shopping and quantity of food needed. Go on a field trip to store after compiling a grocery list.	Look and Cook Series.
With assistance, compares items for price and quality.	Discuss contents, weight, metric measures. Provide empty containers of various products for comparison.	Food Products and Their Uses.
	Demonstrates knowledge of weights and measures used in stores.	
Demonstrates knowledge of brands advertised on television.	Discuss brand names and the effects of advertising on the consumer. Have student relate personal experiences.	Lessons in Living.
2. Eating		
Demonstrates appropriate etiquette in a variety of settings.	Provide experience in actual meal preparation, and eating; entertain other students and teachers in school.	
	Go on a field trip to a restaurant.	
Demonstrates ability to clean kitchen area and utensils.	Provide student with practise.	
3. Preparation		
Uses kitchen tools, appliances and facilities.	Provide student with practise through cooking, eating, cleaning.	
	Cooperate with the home to establish daily routine.	

HOME MANAGEMENT
Level 4
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Prepares own lunch and cleans up.	Provide actual cooking experiences. Cooperate with the home to establish daily routine.	
4. Serving		
Serves family.		
5. Preserving		
Demonstrates understanding of concept of perishables.	Provide experiments with perishable and non-perishable food storage. Chart results of experiments.	
Stores food correctly.	Demonstrate and discuss where specific foods should be stored.	
6. Production		
Demonstrates some understanding of food production, processing and distribution.	Go on field trip to dairy, poultry farm, vegetable garden. Discuss production techniques for different types of food.	

HOME MANAGEMENT
Level 4
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Explains what is available in housing.	Go on field trips. Have a class discussion on single homes, condominiums, room and board, etc. Have student evaluate his own reaction to various types of housing.	
2. Furniture and Furnishings		
Explains function of various furnishings.	Go on field trip to furniture store. Have a discussion about unique furniture in student's home.	
3. Care and Maintenance		
Demonstrates ability to keep own room clean.		
Performs household tasks.	Have student assess home maintenance skills, and decide which skills he needs to learn to increase independence.	
Identifies daily and weekly cleaning routines.	Have a discussion about on-going classroom responsibilities.	
Makes simple repairs.		

HOME MANAGEMENT
Level 4
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes babysitting responsibilities for short period of time.	Have a class discussion on safety needs and care of children.	Babysitting Course.
With assistance, cares for young children.	Invite guest speaker with young child to visit classroom.	Materials from Y.M.C.A. and Police Department.
	Go on field trip to a day care center.	
Demonstrates knowledge of emergency contacts.		
Demonstrates ability to show love, warmth and respect for children and infants.		

MONEY MANAGEMENT
Level 4
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Counts money, using coins and bills.	Use role playing: "Give me change for this $5.00".	Money Makes Sense. Money Matters.
Writes money amounts of increasing complexity.	Have students count actual money, spend according to classroom goals.	
Transmits money amounts to calculator.	Give students problem to solve.	
Recognizes that different amounts of money are paid for different jobs.	Have students sort and classify jobs: indoor/outdoor jobs, travel/non-travel, etc. "Jobs I like and jobs I dislike".	
	Have a discussion about community volunteers, "Why volunteer?".	Good Cents, Every Kid's Guide to Making Money.
Recognizes that jobs must be completed to earn money.	List and discuss jobs done in class. Discuss why.	Pacemaker Practical Arithmetic Series.
	Obtain cooperation of parents: have allowance contingent upon completion of chores.	
Demonstrates understanding that the value of money changes over time.	Compile a grocery list and have students note price changes over a period of time.	Department store materials. Working Makes Sense.

MONEY MANAGEMENT
Level 4
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies different types of stores where goods or services can be bought.	Go on field trips to local stores, garage, bank, dry cleaners, department store, shopping mall. Play game, "Where would you buy a battery, shirt, etc.".	Budget (game). The Shopping Game.
Buys items independently.	Shop for materials and check receipt (for class projects).	
Recognizes advertising techniques.		
Demonstrates understanding that prices for familiar items vary from time to time.		
Demonstrates understanding that services can be purchased.		
Develops and utilizes a simple budget.	Elicit parent support to encourage student to earn and budget money.	The Money Series. Using Dollars and Cents.
Recognizes that there are different methods of payment.	Use role play: travel agent, store clerk, customer; play using cash, cheque, C.O.D. or charge account.	
Establishes a bank account.		Cosmic Coinship.

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of saving money for future purchases.	Have a class discussion. Have students set a goal, earn and save for it using class bank account.	
Deposits money in savings account.		
Recognizes that people borrow money for specific purposes.		
Demonstrates understanding that borrowing may or may not be appropriate.	Have a discussion about circumstances requiring borrowing.	

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CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes responsibility for own behavior.	Through class newsletters, parent-teacher interviews, group meetings, etc., discuss behavioral expectations for this group of students and how home and school both contribute to the development of appropriate behavior.	Home and Family. Man and His Families.
Identifies how roles and responsibilities change with age.	Have students discuss jobs at home and school. Have them do the same for other members of their immediate families, including vocational responsibilities and volunteer work. Discuss why responsibilities vary from member to member.	
Recognizes that families change because of separation, birth, death, etc.		

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CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Differentiates between personal, private and public property.	Have students make lists of items which fall within the three categories. Discuss the fact that some possessions are unique to one category, whereas others may appear in two or more. Have students make a list of generalizations pertaining to the use of each kind of property.	Man and His Family.
Recognizes reasons for maintaining school rules.	Discuss with students the basic rules of the school; ask them to suggest why each rule was instituted.	
Participates in decision making in the classroom.	Involve students in planning for field trips, parties, sports days and other activities in which student input is desirable.	
Responds to authority in the school.	Have students discuss lines of authority in school, authority limits and the responsibilities of each person who acts as leader within the school.	
Responds to elected authority within the school.	Have students elect their team leaders in sports, their school patrol leaders, officers of clubs, etc.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States the name of his town or city, province, community, country and continent.	Have students use maps and globes. Use the address on a letter or label to indicate how one's location is determined.	Man and His Communities. Social Studies for Community Living.
Identifies immediate neighboring continents.		
Identifies and explains the symbolism of the Canadian flag.	Display a Canadian flag in the classroom. Have students discuss why countries have flags and what our Canadian flag means to Canadians. Practice the salute to the flag and discuss its meaning.	
Sings the National Anthem.	Have students sing or sign the words of O Canada on appropriate occasions and practise the anthem in music classes. Discuss with students the meaning of the words and when it is appropriate to sing O Canada. Note that people stand at attention during the singing or playing of O Canada.	
Identifies the role of common community helpers.	Have students choose from a list of community helpers and then present reports on the work done by these helpers.	
Identifies common city or town facilities.	Go on field trip to a local recreation facility.	
States the function of city or town facilities.	Have class visit hospitals, town hall, libraries, etc. Follow up by discussions or written reports on the importance of these facilities.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that there are city or town rules.	Have students discuss that there are by-laws pertaining to bicycles, pets, etc.	
Participates in community activities.		
Recognizes that authority may be gained by being elected, earned, delegated or assumed.	Discuss with students the role of elections in delegating authority; how appointments to authority are frequently earned and how authority is assumed in cases of emergency.	
Describes cultural and ethnic differences.		Canadian Communities.
Demonstrates awareness of other countries.		My World. Hello World! It's Nice to Know You. Why Should I Care.

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CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to select a major radio, television newscast or press report.	See Social Studies curriculum. Have guided discussion of major news stories. Simulate the function of the media (class or school newspaper).	
Identifies major news stories.	Have students plan a field trip to a local newspaper. Simulate newspaper functions with class reporters, editors. Discuss how to write a news story.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Classifies related species.		S.E.E.D.S. Poster Pack.
Classifies plant material on two or more dimensions.		
Identifies basic requirements necessary for growth of living organisms.		
Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing.		
Demonstrates increasing awareness that parks are conservation areas.		Exploring Ecology.
Recognizes the positive/negative effects of man's intervention in nature.		
Assumes responsibility for the care of a plant or pet.		
2. Natural Phenomena		
Predicts weather from sky conditions/descriptions.		
States characteristics of each season.		
States how weather affects the life of others, e.g. farmers.		
3. Energy		
Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating.	Discuss that as fuel and other forms of energy become scarce the cost goes up.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness that the energy used to heat his home and provide other utilities costs money.	Ask students to discuss the cost of electricity and other utilities with their parents.	Energy Conservation Cut-outs. Utility and Gas Bills.
4. Pollution		
Demonstrates awareness of a variety of environmental considerations.	Have student prepare a list of environmental features to watch for on his next car ride (pollution bingo). Include: - litter barrel - no loitering sign - a very noisy truck or car - a campground garbage can, etc. Have a class picnic at a nearby park or roadside campground. While at the site teach student the basics of good use of the facilities, e.g. leave the ground unlittered, replace the wood supply, no cutting of wiener sticks, proper toilet practices. Go on field trip to airport and discuss pollution resulting from air travel.	Stop Polluting - Start Preserving.
Recognizes importance of pollution control laws, including noise pollution.		
Recognizes factors contributing to environmental safety.	Discuss that, in a city, the removal of man's waste materials is carried out by special people and special equipment or systems.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies sources of excessive noise within the environment.		
5. Conservation		
Saves recyclable materials and returns to appropriate place.		
Demonstrates knowledge of reasons for conservation, e.g. cost.	Have student make a small poster to remind people at home to turn out the lights when leaving a room. At home, have the student monitor the thermostat to ensure that it is turned lower at night when the family sleeps.	Living Well in Times of Scarcity.
6. Safety		
Demonstrates safe use of outdoor tools and chemicals.		
States, discusses and follows water safety rules.		
Demonstrates knowledge of fire prevention methods.		
Practises safety rules that apply to the outdoors.	Have students assemble pocket survival kit.	Out in the Wilds.
Recognizes people in positions of authority in parks, etc.	Invite a park warden, lifeguard, etc. to tell the class about his job and show various uniforms.	
Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather.	Show student what to do if caught in bad weather; show the "Block Parent" sign and program.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/Self-Identification		
The student:		
Identifies the need and function of self-identifying information, e.g. I.D. number.		
Identifies and describes an increasing number of interests or preferences, abilities or talents.	Expose students to a wide variety of experiences, and people with whom to discuss interests.	All About You. Understanding Yourself.
Recognizes and accepts physical limitations and the range of differences between people.	Bring in guest speaker.	
2. Physical Self		
Interprets and categorizes sensory input.	Have students list sights and smells that warn people to be careful.	All About You.
Identifies physical sex changes and feelings arising from awareness of sexuality.	Bring in appropriate guest speaker, e.g. public health nurse. Discuss appropriate books.	
Recognizes that physical differences affect occupational and personal choices.	Have class discussion.	Lifeline.
Demonstrates appropriate behavior in public.		Love and Sex in Plain Language.
3. Emotional Self		
Recognizes mixed emotions/changing emotions.	Use role playing and class discussion.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have students share situations in which they wanted to do two or three things at the same time but could only do one, and try to explain how they felt on such occasions.	Looking Ahead to Marriage.
Demonstrates increasing awareness of causes of emotions and consequences of emotional reactions.	Have students suggest possible reasons why a hockey player threw his arms around another player's neck; a baseball fan groaned; Mary slammed the door, etc.	All About You.
Recognizes the relationship between emotion and behavior.		
Recognizes and categorizes the causes of stress in self and others.	Have group develop two lists of situations; one in which stress helped to bring about desirable results, the other in which misfortunes occured.	Today's Teen Series. Innerchange Units 28 and 30.
Identifies appropriate ways of dealing with stress.	Have students list ways in shich they have observed their peers or adults satisfying their social needs; share their observations with the class.	Innerchange Units 2, 17, 25 and 29.
Expresses emotions appropriately with regard to situation, intensity, relationship.	Use role play, including handling positive and negative feelings, handling ambivalent feelings.	
Demonstrates understanding of the difference between being assertive and being aggressive.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Identifies human needs which are physical and those which are emotional.	Have class discussion about advertising influence on needs and wants. Have students tape record collection of favorite radio and television commercials to analyze. Have class discussion to show that individuals have different needs.	Values Clarification.
Identifies needs of safety, belonging and adequacy.		
Identifies how needs can be provided for.	Use role play, appropriate stories.	
Recognizes the relationship between behavior and needs or motives.	Hold classroom meeting.	Innerchange. Schools Without Failure.
Identifies an increasing number of situations in which people need help.		
2. Factors Affecting Relationships		
Recognizes how age and status affect the ways in which people relate to one another.		How to Get Along with Others.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Handling Social Interaction		
a) Expressive Communication Skills		
The student:		
Demonstrates increased skill in communicating with others.	Use role play, class discussion, books, films.	
Communicates effectively with others in socially appropriate ways.		Innerchange.
Identifies and deals with blocks to communication in self and others.	Discuss the effects of the following blocks: put downs, dominations, judgement, interruptions, blaming, irrelevant comments.	Getting Along With Others.
b) Receptive Communication Skills		
Demonstrates increasing comprehension skills.	Give guidelines, number of directions.	Activities for Developing Self Awareness.
c) Problem Solving and Decision Making		
Demonstrates understanding of the terms: problems, decision, consequences, solution.	Use appropriate stories leading to class discussion. Use role play.	Lifeline.
Applies the steps of problem solving to personal experiences with minimal supervision.		
Demonstrates ability to evaluate most appropriate solution.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of how problems are caused.	Discuss cause and effect relationship.	Parent Effectiveness Training. Teacher Effectiveness Training.
Demonstrates ability to apply constructive conflict management techniques with increasing independence.	Use incomplete stories. Discuss compromising, threat free explanation, distracting, abandoning, exaggerating, humor.	
4. Rules and Routines		
Identifies rules of behavior in a variety of familiar situations.	Have a class discussion about behavior during field trips, parties, sports activities, etc.	Getting Along with Others. How to Get Along with Others.
Follows rules of appropriate behavior in a variety of unfamiliar settings.		Emily Post Book of Etiquette for Young People.
Identifies consequences of breaking rules in a variety of familiar situations.		
Formulates routines/rules for familiar situations and identifies consequences.		
Identifies ways in which rules made by others may be modified, e.g. voting.	Have students choose class executive; form a mini society with own rules to be established by democratic process.	Schools Without Failure.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Social Roles The student:		
Identifies roles associated with the community and states some of the characteristics of these roles.	Go on field trips into community. Bring in appropriate classroom visitors. Have a class discussion about various roles, e.g. adult, child, girlfriend, customer, various work related roles.	
Recognizes the difference between official and unofficial roles, e.g. friend vs. president.		
Recognizes the privileges and obligations associated with a variety of roles.	Have student list and compare privileges, e.g. parent/child, student/teacher.	Getting Along with Parents. How to Get Along with Others.
Recognizes that a person may assume several roles at the same time.	Have student talk to relatives and friend and report back to class.	
6. Values and Social Expectations		
Behaves appropriately in all social situations.		
Demonstrates understanding of the relationship between social customs and values.	Invite guest speaker. Have a class discussion.	
Relates personal values to those of society.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increasing awareness of personal values by stating what to do in a given situation and why.		
Recognizes some alternative behaviors which others might engage in in the same situation.		
Demonstrates understanding of the relationship between moral values and laws.	Use current events as reported in news media as basis for class discussion.	
Demonstrates understanding of need for protection of self and property.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies factors which can cause deafness.	Have students discuss factors which cause deafness, terminology related to various causes, genetic factors in hereditary cases.	
Recognizes that hearing impairment places some restrictions on occupational choices.	Have students discuss occupational (appropriate and inappropriate) choices for hearing impaired individuals. Compare the number of occupations identified with the number of choices that it is possible to enter.	
Demonstrates knowledge of educational programs for deaf students.	Have students identify other programs which exist in the province and across the country.	
	Provide students access to information about post-secondary educational programs for the hearing impaired in Canada and the U.S.A.	
Demonstrates knowledge that the hearing impaired are much the same as the hearing people.	Have class discuss problems that are unique to the deaf and recognize that they share common problems and concerns with the hearing people.	
	Have students discuss similarities of problems between the hearing and the deaf.	
Demonstrates knowledge about various methods of communication and the advantages and limitations of each method.	Discuss use of residual hearing, speech reading, oral and manual communication as they relate to various degrees of hearing loss, effectiveness in use, and problems which may be encountered.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have students identify situations when written communication or the use of interpreters may be required.	
Demonstrates knowledge of the meaning of the international symbol of deafness.		
Demonstrates increasing ability to use telephone communication devices.		
Demonstrates knowledge about availability and use of services and devices for the hearing impaired.	Have students obtain information regarding: hearing aids, speech and audiology services; captioned films; interpreter services (manual and oral); telephone communication devices; smoke detectors, door bell devices, alarms, etc.	
Demonstrates knowledge of sources of information about services and devices.		
Demonstrates knowledge about lives of successful deaf people.	Invite a number of deaf adults to speak to the class regarding their success in occupational, social and family life situations, problems encountered and how these were dealt with. Have students study lives of successful deaf people.	I'm Deaf Too. Successful Deaf Americans. Notable Deaf Persons. Interesting Deaf Americans. Courageous Deaf Adults.

TRAVEL
Level 5
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States the advantages and disadvantages of a broad range of modes of travel.	Have students list and compare walking, cycling, public transportation, etc.	
Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles.	Obtain copies of local and provincial codes.	International Traffic Signs.
Travels independently beyond the community.	Set up city wide trips, using transit or bus facilities, with as much student independence as possible.	Motorcycle Safety.

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to use a variety of maps.		How to Read a Map.
Demonstrates knowledge of map symbols.	Have student make a map of school and neighborhood.	How to Read Schedules.
Identifies alternate routes to unfamiliar destinations.		
Reads and uses a variety of transportation schedules.		
Plans trip itinerary.		
Demonstrates appropriate behavior and knowledge of rules.		
Identifies agencies that help travellers, e.g. AMA, RCMP, local police.		
Identifies basic maintenance procedures for vehicles: tire pressure, tire changes, grease and oil.	Have student work on actual vehicles if possible; visit garages with class.	

SAFETY
Level 5
A. In the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of the causes and types of common accidents which could occur in the home.	Have student research and report on the incidence and causes of home accidents, the losses involved, and effective methods of controlling or avoiding home hazards.	Your Family's Safety. Keep Them Safe, Safety in the Home (films).
	Using the most recent available statistics have students report on the number of accidents that occur at each age level.	Curriculum Guide for Junior High School Health.
	Through group discussion prepare a set of standards which will aid in the prevention of home accidents.	
	Discuss reasons some people seem more accident prone than others, e.g. nervous tension, carelessness.	
	Discuss great cost and loss of time due to accidents.	
Demonstrates safe use of kitchen tools, appliances, handtools, etc.		
Demonstrates knowledge of fire prevention and fire safety.	Discuss common causes of fire.	Fire Safety is Your Problem (film).
	Discuss the procedure that should be followed in the event of fire in the home.	
	List useful fire fighting equipment that should be kept in the home.	
	Bring in guest speaker, e.g. from fire department.	

SAFETY
Level 5
B. In the School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of common accidents which could occur in the school.	Have a class discussion about the chief causes of accidents in the school grounds. Have students research and report the proportion of accidents that occur at school, at home and on the way to and from school. Discuss what the students can do to control the hazards involved. Have student groups plan a study of school accidents to determine their location, the type of activity and the causes.	Curriculum Guide for Junior High School Health. Films: Play it Safe; Safety Adventures out of Doors; Water Safety.
Demonstrates knowledge of fire prevention and fire safety.		

SAFETY
Level 5
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates understanding of how to cooperate with authorities in case of disaster.		

WORLD OF WORK
Level 5
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Selects and uses appropriate tools and equipment for a specific project.	Have a class discussion and demonstrate the use of unfamiliar tools and equipment.	Manufacturer's Use and Care Manuals.
Organizes and cares for tools and equipment.	Explain storage procedures.	
Constructs more complex projects.	Have each student use equipment while monitoring his proficiency.	
	Assign projects which require the use of more complex equipment.	
Follows safety procedures when using tools and equipment.	Discuss the necessity of safety shields when using power driven tools and equipment.	
	Discuss absolute necessity for listening carefully to the directions; concentrating on the task at hand, when using power driven tools and equipment.	
	Invite guest speaker: industrial safety.	
2. Following Directions		
Follows complex set of directions.	Develop group projects involving complex set of directions.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies person in authority in a variety of work situations.	Have different students act as foreman. Evaluate project when complete.	
Accepts supervision in specific work situations.		
3. Decision Making		
Demonstrates ability to make appropriate decisions in work situations.	Display samples of work of differing quality and have class discuss, evaluate and decide how to improve.	From Classroom to Career, Parts 1 and 2.
4. Independence		
Demonstrates ability to perform satisfactorily in unfamiliar work situations.	Provide opportunities for student to work in a variety of situations. Monitor and evaluate performance. Discuss with student.	

WORLD OF WORK
Level 5
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The student:		
Demonstrates awareness that working for a salary brings independence.	Discuss current costs of food, clothing, shelter. Suggest that students develop a monthly budget. See Money Management section.	You and Your Pay.
Demonstrates awareness that satisfaction results from task/job completion.	Invite guest speakers: architect, engineer, seamstress, author, carpenter.	
2. Job Awareness		
Develops knowledge of variety of jobs/careers.	Invite guest speakers from businesses, industries, unions and Chamber of Commerce. Compile lists of jobs in various classifications: service and non-service jobs, part-time/full-time, jobs that interest me/jobs that do not interest me, jobs available locally. Have student research and report: Jobs I Would Like To Do.	Occupations 2. Occupations L. Picture Interest Inventory. Jobs A to Z. Work for Everyone. The Job Box Vocational Resource Module F. Career Search. I'm Going to Work. The Long Hair Men (film). The Turner Career Guidance Series, 1 - 6. Canadian Classification and Dictionary of Occupations. S.R.A. Guidance Series. Exploring the World of Jobs.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of job demands, routines and qualifications.	Discuss jobs classified as skilled, semi-skilled, and education, training required for jobs.	Scope Job Skills Series. Getting a Job. Me and Jobs. The Job Box Vocations Resource Module F. Me and Others. You and Your World. Service Occupations. Stories About Workers. Career Awareness Program. Work Experience Manual.
Explores careers through practical experience.	Use work experience program. Have a discussion about part-time jobs, e.g. babysitting.	
Demonstrates knowledge of some special training programs and institutions.	Supply up-to-date information on training programs that may be of interest to the students.	
3. Job Demands		
Demonstrates good work habits.		Good Work Habits.
Demonstrates positive attitudes towards work.	Use work experience program. Discuss the importance of correct attitudes, e.g. willingness to work, dependability, initiative.	Work Experience Manual. So You Want a Job, Eh? The Nature of Work.
Completes all tasks assigned in all areas at school and on the job.	Discuss work experience with individual students.	A Good Worker. Getting Ahead of Your Job.
Demonstrates good listening/attending habits.	Check individual student's work to see that instructions are followed.	Perceptual Communication Skills; Developing Auditory Awareness, Level C.

WORLD OF WORK
Level 5
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to communicate effectively with people at school and on the job.	Role play various situations. Discuss differences between advice, orders and requests.	
Maintains personal and other belongings in neat fashion in school and at work.	Discuss reasons for neat storage of belongings particularly in work experience site, industrial education laboratory.	
Develops awareness of job routines.	Have student study jobs and routines.	The Job Box.
Travels to work stations independently.		
Demonstrates awareness of time as it relates to job.	Discuss the importance of punctuality and job completion within a specified time.	
Recognizes the need for balance between work and leisure.	Have students discuss the kinds of satisfactions obtained from each. Develop plans for use of time, then chart daily activities for a week.	

WORLD OF WORK
Level 5
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Attributes and Interests		
The student:		
Identifies educational and personal characteristics required for a variety of vocations.		Job in Your Future. You Gotta Know Yourself. Janus Job Planner. Girls and Their Futures. Career Awareness; The Alternative. Service Occupations. Work for Everyone. Very Important People Series. Becoming Myself. Here I Am. I'm Not Alone.
Identifies vocations for which he has appropriate skills and abilities.		
Identifies jobs/careers which may be of special interest to him.	Have students prepare interest inventory.	
Demonstrates knowledge of personal strengths and weaknesses that are important in the world of work.	Have a class discussion on important personal characteristics.	
	Have students compare duties, qualifications and physical limitations of jobs.	
2. Awareness of Process		
Demonstrates ability to use telephone directory to obtain information.	Have student use the directory for various kinds of information. Select specific products or services and have students list local businesses where they can be obtained.	Help! Application Forms. Basic Skills on the Job. How to Get That Job. Finding and Holding a Job. All About Jobs. Using the Want Ads. Getting That Job. Work Experience Manual.

WORLD OF WORK
Level 5
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job.	Have student read and interpret all information in want ads including abbreviations, select a job from newspaper want ads and apply for it.	
Recognizes that jobs can be obtained through a variety of means.	Have students discuss and compare the various methods of looking for a job, e.g. personal ads, personal contacts, employment agencies.	
	Invite high school students who have jobs to describe how they got their jobs.	
Identifies and locates community and government agencies that assist in job placement.	Invite guest speaker from Canada Manpower Office, Provincial Employment Office, City Employment Office.	Janus Job Interview Guide.
	Have a class discussion and make a list of services offered by community and government agencies.	My Job Application.
3. Personal Contact		
Names person(s) who can provide assistance in finding a job.	Discuss ways to find part-time work, e.g. want ads, visit to work place, personal contact. Compile list of persons who could help to choose or get a job (friend, relative, teacher).	How to Get That Job. Finding and Holding a Job. Getting a Job. How Teenagers Can Get Good Jobs: Applications for Positions.
States ways in which personal contact will assist in finding a job.	Discuss types of personal contact (persons, visit to work place or use of public employment services).	
	Discuss importance of job interview.	
	Role play interview situation.	

WORLD OF WORK
Level 5
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates skills necessary for the job interview process.	Have students compile list of questions and needed information relating to the job - employer (what job, times, pay, bonuses) - employee (relate previous experience, school programs completed, expectations). Write a job data sheet - include name of job, name of boss, phone number of employer.	Preparing for a Job Interview. Getting Applications Right. Personal Resume Preparation. Resumes That Get Jobs: How to Write Your Best Resume.
	Discuss: How does the employer decide when to hire.	
	Compile list.	
	Role play students interviewing each other.	
	Have students compile a list of interview do's and don'ts. Include punctuality, speech, conduct, manners and appearance.	The Work Series. The Jobs Book.
	Invite personnel officer from a local industry to speak.	
Demonstrates ability to fill in an application form.	Display examples of application forms, explain vocabulary and nature of information requested. Have students practise filling out forms as if they were applying for an after-school job.	
Writes letters of inquiry, personal resume and "thank you" letters.	Develop criteria for a good business letter; have students practise writing real or sample letters.	

WORLD OF WORK
Level 5
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Health and Safety		
The student:		
Practises safety rules while on the job.	Obtain report from work experience placement. Discuss care of equipment, materials and self on the job.	Keeping That Job. Attitude and Safety Posters.
2. Knowledge of Work Habits		
Demonstrates knowledge of responsible work habits.	Have a class discussion about punctuality.	A Good Worker. Don't Get Fired - 13 Ways to Hold Your Job. Good Work Habits.
3. Interpersonal Relationships		
Demonstrates ability to get along with people in a variety of situations.		Learn to Earn.
Demonstrates knowledge, awareness, and acceptance of individual differences.		PATH - Positive Attitudes Towards the Handicapped (kit).

WORLD OF WORK
Level 5
E. Worker's Rights

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the worth and dignity of others.		
Recognizes the rights of others.		
Recognizes that there is Human Rights Legislation.		
Recognizes that both workers and employers have established rights.	Use businesses or industries with which the students are familiar to illustrate the rights and expectations of both employees and employers. Indicate which of these apply to other work situations and which are unique.	
Applies for social insurance number.		

HOME MANAGEMENT
Level 5
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Assumes some responsibility for the care of own wardrobe.	Discuss proper storage of personal clothing, care required for specific items and the procedures used in doing laundry.	
Utilizes laundry facilities independently.	Have a classroom discussion. Elicit parent cooperation to follow through at home.	
Uses cleaning agents and techniques for various types of materials.		Lessons in Living.
Makes simple repairs.		
2. Selection		
Demonstrates understanding of the size systems used for clothing.		Snip, Clip and Stitch.
Chooses clothing suitable for various activities.	Have classroom discussion about dress standards.	
Chooses appropriate style, color, and design.	Discuss suitability of newest fashion.	How You Look and Dress. Teen Guide to Homemaking.
Demonstrates ability to choose appropriate accessories.	Go on field trips to department stores, speciality shops. Compare various fabrics to examine the differences in fabric construction. Discuss how this is related to use.	All About Clothes. Homemaking for Teenagers.
Shops for clothing.	Collaborate with parents.	

HOME MANAGEMENT
Level 5
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of guarantees and warranties.	Have a classroom discussion. Invite guest speakers with consumer expertise.	
Demonstrates knowledge of what to do with sub-standard goods and services.		
Demonstrates understanding of variation of quality, quantity and price in the market place.	Have students plan major field trips, e.g. cross-country skiing, camping. Have them assume responsibility for earning money, budgeting, purchasing supplies, arranging transportation, etc.	
Demonstrates awareness of pricing variations.	Have students check variations in quality and price.	
Estimates the cost of various items in his wardrobe.		
3. Construction		
Demonstrates ability to use sewing tools and machines.	Provide classroom experience with machines and tools.	
Sews and repairs articles.	Teach the names and uses of tools and equipment. Provide the opportunity for students to practise simple repairs, alterations and garment construction.	
Selects appropriate patterns, materials and accessories.		
Identifies and carries out various methods of construction.		

HOME MANAGEMENT
Level 5
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Demonstrates ability to budget, including sales and seasonal items.	Invite guest speaker, e.g. home economist.	Food Buymanship.
Compares items for price and quality.	Go on field trips to shop for groceries to prepare for cooking.	Food and You.
Demonstrates knowledge of weights and measures used in stores.	Provide practical experience in store.	Guides to Modern Meals.
Distinguishes between convenience stores and supermarket.	Go shopping and have students compare prices.	Materials from General Food Corporation.
Explains purpose and use of advertising.	Have student tape record examples of advertisements heard on the media, and evaluate same.	
2. Eating		
Demonstrates ability to clean kitchen area and utensils.	Elicit cooperation with the home to establish meal preparation, entertaining and clean-up routines.	
3. Preparation		
Uses kitchen tools, facilities, appliances.		How You Plan and Prepare Meals.
Prepares simple meals.		
Plans menu, e.g. breakfast, lunch, dinner, snack.	Provide on-going experience in Home Economics class.	Around the World in 80 Dishes. Betty Crocker's Cookbook.
Demonstrates ability to use recipes.		

HOME MANAGEMENT
Level 5
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
		Better Homes and Gardens Cookbook (series).
4. Serving		
Serves family and guests.	Have student plan and prepare a lunch at school and invite another class as guests.	
5. Preserving		
Demonstrates knowledge of how to package for short and long term storage, including advantages and disadvantages.	Go on a field trip to food packaging company. Have class discussion on freezing, canning, pickling. Have student plan, shop and preserve food.	
6. Production		
Explains/describes production, processing and distribution of: - garden products - dairy products - grain products - fishing products.	Go on field trip to commercial food processing plant, supermarket. Discuss complete processing of food.	

HOME MANAGEMENT
Level 5
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Investigates various types of accommodation.	Have a class discussion. Go on field trips based on want ads. Invite guest speakers: construction, realty.	
Recognizes responsibilities related to neighbors, landlords, community.	Invite guest speaker from Landlord/Tenant Association. See Citizenship and Individual Responsibility section.	
2. Furniture and Furnishings		
Explains what should be considered when furnishing a home, e.g. need, quality, price.	Have student create model home, then price furnishings to arrive at a realistic approximation of cost for his project.	Teen Guide to Homemaking.
3. Care and Maintenance		
Performs household tasks using appropriate equipment.	Invite resource person. Work with Home Economics teacher to organize materials and prepare for safe, productive use of equipment.	

HOME MANAGEMENT
Level 5
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies household repairs necessary for safety.		
Demonstrates ability to do basic repairs and maintenance.	Go on field trips to plumber, electrician, etc. on site. Provide classroom practice. Visit appliance repair shop.	The Home, Its Furnishings and Equipment.
Recognizes when repairman is necessary.		

HOME MANAGEMENT
Level 5
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Babysits, assuming complete responsibility.		
Demonstrates ability to dress, change, feed infant or child.	Have class discussion.	Community League Babysitting Course.
	Invite guest speaker, e.g. St. John's Ambulance instructor.	
	Encourage students to take babysitting course, first aid course.	Babysitters Training Course.
Demonstrates ability to make decisions about bedtime and snacks for children.	Elicit cooperation from parents to allow student to assume whatever responsibilities he can manage in caring for young children.	Caring for Kids.
	See Safety section.	
Demonstrates knowledge of what to do in an emergency.	Discuss procedures to be followed in the event of injury, fire, theft.	Homemaking for Teenagers. Babysitters Handbook.
Demonstrates ability to show love, warmth and respect for children and infants.		

MONEY MANAGEMENT
Level 5
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Counts money, using coins and bills.	Have student participate in school sales where money changes hands.	Money Makes Sense (Canadian edition).
Writes complex money amounts.		Pacemaker Practical Arithmetic Series.
Transmits money amounts to calculator.		
Demonstrates some knowledge of sources of income other than wages.	Provide information about welfare payments, unemployment insurance, assured income, etc.	
Identifies factors that affect wages, e.g. training, time, danger, seasonal work.	Discuss desirability of various jobs, factors affecting job satisfaction, wages paid, time flexibility.	
	Have a class discussion: Why Volunteer? Who should be paid more?	
Calculates money earned: - gross/net pay - regular/overtime - hourly, weekly, monthly - double time, time and a half - holiday pay.	Have students examine and discuss salary stubs. Compare different cheque salary stubs to see similarities, differences. Discuss meaning of these terms.	Sample pay cheques. Getting Ready for Payday.
Reads and interprets cheque stubs.	Have students examine different types of salary cheque stubs. Discuss the meaning of terms.	Sample cheque stubs. Working Makes Sense.
Demonstrates understanding that the value of money changes over time.	Compile a grocery list and note price changes over a period of time.	You and Your Pay.

MONEY MANAGEMENT
Level 5
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Chooses most appropriate places to buy goods and services, e.g. wholesale, retail, basic producer of goods.	Have a class discussion and go on field trips.	Homemaking for Teenagers. Budget (game). Let's Go Shopping.
Identifies factual information presented in advertisements.		
Recognizes best time to shop.	Discuss advantages/disadvantages of shopping when items are on sale.	
Differentiates between essential and luxury items.	Discuss essential and non-essential items for basic living needs. Use role play, "Pretend you are going camping; what do you really need?".	
Develops personal budget for purchase of clothing, entertainment, gifts, etc.	Have students prepare monthly, yearly budget.	Money You Spend. Supershopper. Money and the Kids: How to Earn It, Save It and Spend It. The Money Series. Cosmic Coinship.
Describes different methods of payment and explains the advantages and disadvantages of each.		
Lists goods and services that can be bought on credit.		
Demonstrates understanding of the cost of using credit.	Discuss credit rating. Discuss use of credit, advantages and disadvantages of credit, misuses of credit, easy credit.	Materials from Dept. of Consumer and Corporate Affairs.

MONEY MANAGEMENT
Level 5
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of consumer protection groups.		
Demonstrates ability to use banking forms correctly.	Role play banking activities. Have students use chequing vocabulary such as account, deposit, cheque, withdrawal signature.	

MONEY MANAGEMENT
Level 5
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States in own words the importance of saving money.	Have students collect samples of paid bills of essential services, e.g. rent, utilities; calculate total cost; calculate interest on savings.	
Lists different types of banking services, e.g. savings, chequing, loans.	Visit banks in locality. Discuss: why it would be unwise to store money at home. Ask resource person to explain bank services.	Bank Account.
Explains how to choose an appropriate banking service.	Have student visit the bank nearest home, talk to the manager.	
Names sources for borrowing money.	Go on field trips to banks, loan services, credit unions. Discuss borrowing services. Use role play with the lender using terms such as borrowing, financial responsibility.	
Describes circumstances when borrowing is appropriate.	Discuss when to borrow. Relate to individual situation. Relate to monthly statement, financial responsibility.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 5

A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes responsibility for his own behavior.	Role play situations depicting various kinds of misbehavior. Have students discuss how these behaviors affect others and the responsibility a person has to modify his own behavior or take the consequences. Have students list behavior problems which have occurred at the school and how the participants ultimately handled the situations. Discuss suggestions for improvement in behaviors.	
Assumes responsibilities within the family.	Have students describe their present roles and responsibilities regarding the care of the home, family car, yards, younger children, etc. Discuss the roles in class.	
Identifies strategies for coping with family changes.	Use personal experiences of students and teacher or visuals to stimulate discussions on how people must learn to cope with change, e.g. a move, divorce, death. Make a list of various kinds of changes which may occur; have students choose one or more of the changes and suggest ways in which family members may try to cope.	
Demonstrates respect for personal, public and family property.		

B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates respect for personal, private and public property.		
Participates in decisions regarding rules.	Set aside a time each week for class meeting when concerns of the students are responsibly voiced and discussed. Invite principal for a discussion of school rules and regulations to acquaint class with reasons behind rules.	Schools Without Failure.
Participates in decision making in the classroom.	Involve students in making decisions regarding field trips, class parties, special activities, classroom management, etc.	
Responds to authority in the school.		
Demonstrates understanding of the function and role of a student government.	Have students participate in the student government at the school level if possible; if not, form a class club and operate it democratically.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the role of frequently used provincial service agencies.	Utilize guest speakers: Provincial Park Warden, representatives from Departments of Health, Agriculture and Labor.	
Identifies common provincial facilities such as parks, highways.		
States the purpose of familiar federal facilities and agencies, e.g. employment agencies and federal parks.	Discuss roles of agencies such as: Departments of Social Services, Agriculture, Highways, Education.	
Demonstrates understanding of how laws are made.	Go on field trip to Parliament Building.	
	Have a class discussion on differences in provincial legislation.	
Demonstrates a basic understanding of elections, voting, political parties.	Have students diagram the current legislative assembly, identifying political parties and the cabinet. Outline how elections are won; the purpose of the cabinet and how it is chosen, how bills become laws.	
	Use student government or a class club to illustrate and practice elections.	
	Have students develop by-laws for clubs or students' union.	
Recognizes the cultural and ethnic diversity which exists among the people of Canada.	Refer to topic C of Alberta Grade 7, Social Studies Curriculum.	
Demonstrates awareness of world community, e.g. responsibility towards developing countries.		Hello World! It's Nice to Know You. Why Should I Care.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Identifies major news stories: local, provincial, national, international.	See Social Studies Curriculum. Set up debate, e.g. political issues. Set up class/school newspaper. Go on field trip to local newspaper, television station. Utilize guest speakers from media, e.g. newspaper reporter, weather announcer.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
States some laws dealing with animal care.		
Demonstrates knowledge of reason why fees are charged, e.g. park fees, license fees.		
Identifies the positive/ negative effects of man's intervention in nature.	Teach student to recognize that feeding birds may seem to be a charitable thing to do, but the practice builds a dependency that can kill the birds fed. Show a film on the "Balance of Nature". Provide explicit description. Have a class discussion about the effect of hunting as a "sport" upon populations. Play game where students guess the "endangered species" from a description.	S.E.E.D.S. Poster Pack. Garbage Book. Science in Action. Exploring Ecology. Science Experiments You Can Eat. Hinterland Who's Who Series. Parks and Wildlife materials. National Geographic Outdoor Teaching Units: Wildlife Alert, etc. Ecology Puzzles.
2. Natural Phenomena		
Demonstrates some understanding of natural disasters.	Discuss earthquakes, etc. as they happen. Have student collect newspaper articles about disasters.	
States effects of seasonal change.		
Demonstrates knowledge of long term effects of weather, e.g. dry summer - poor crop.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Energy		
The student:		
Demonstrates knowledge of alternate energy sources, e.g. coal, windmill.		
Demonstrates ability to make responsible energy choices in daily life.	Teach student to turn down thermostat, turn off lights, etc.	
4. Pollution		
Demonstrates awareness of environmental considerations.	Make a list of good practices stated by the class in discussion.	Pollution Solution. Living Well in Times of Scarcity.
	Point out that detergents are effective in removing grease in less than hot water, and the use of a bleach as a final rinse will kill most bacteria remaining on dishes after washing.	Energy Management for the Future.
	Teach that the correct method of disposing of wash water is the use of a small sump pit; water that contains soap, bleach, etc. should not be thrown into a lake or stream since it will kill the aquatic life.	Government Environmental Resource Materials Guide. Stop Polluting - Start Preserving.
States fines that can be levied for littering, illegal dumping, improper weed control, etc.		
Identifies methods of showing disapproval of environmentally damaging practices.	Teach students to ask others not to smoke. Have them suggest polite and considerate techniques to foster cooperation and learn to avoid confrontation and insult.	
	Have class invent skits to illustrate the above.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of the dangers of prolonged exposure to excessive noise.		
5. Conservation		
Saves recyclable materials and returns to appropriate place.		Earth, Science and Ecology.
Demonstrates understanding of the concept of renewable/non-renewal resources.		
6. Safety		
Practises water safety.	Use the Red Cross Water-Safety and Small Craft Courses in a spring camp at a nearby lake. Arrange swimming classes at a nearby pool with qualified instructors to teach the students.	Materials from Red Cross Society.
Practises fire prevention methods.		
Practises safety rules that apply to outdoors.		
Demonstrates some knowledge of survival methods.		
Accepts direction from persons in authority in parks, etc.		
Recognizes risks involved in travelling on frozen lakes or rivers.	Collaborate with parents to go ice fishing.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics/ Self-Identification		
The student:		
Identifies the need and function of self-identifying information, e.g. I.D. card, social insurance number.		
Relates personal interests, abilities, limitations to vocational and other activities.	Have class discussion, field trips, guest speaker, and work experience.	Canadian Classification and Dictionary of Occupations. How To Be Your Own Best Friend.
Recognizes and Accepts areas where an individual effort can improve physical performance and those where it can not.		
2. Physical Self		
Demonstrates ability to cope with physical changes.		
Demonstrates understanding of intercourse, pregnancy, birth, venereal disease, birth control.	Have a class discussion. Invite guest speaker, e.g. community resource people: public health nurse, doctor.	Perspectives for Living. Family Planning. Girls and Sex.
Identifies the effect of physical handicaps or disorders on self and others.		
3. Emotional Self		
Identifies mixed or changing emotions in self and others.	Have class discussions. Use role play.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Predicts emotional reaction of self and others given a situation.		
Recognizes that emotional states vary with the individual and circumstances.		Innerchange, Unit 28. How To Be Your Own Best Friend. The Search for Self-Respect.
Demonstrates ability to cope with stress.		
Identifies appropriate/inappropriate ways of dealing with stress.	Discuss effects of drugs, alcohol, etc.	Materials from Canadian Mental Health Association.
Identifies ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task.		
Expresses and controls emotions in a variety of settings.		
Demonstrates appropriate assertiveness skills.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations		
The student:		
Identifies personal needs which may exist in the future, or in unfamiliar situations.	Use discussion, role play, appropriate stories, work experience programs.	
Categorizes needs by immediacy and importance.		
Identifies how predicted needs can be met by himself or others.		
Identifies situations in which satisfaction of personal needs must be delayed or foregone because of the needs of others.		
Identifies when two personal needs may be in conflict and suggests appropriate resolution of the conflict.	Use decision making techniques. See Problem Solving and Decision Making section.	Values Clarification. A Marriage Manual. Innerchange.
2. Factors Affecting Relationships		
Recognizes that roles can change from time to time and in situations even when the people involved remain the same.		
3. Handling Social Interaction		
a) Expressive Communication Skills		
Demonstrates skill in communicating with others.	Use classroom discussion, role playing, appropriate books, films, etc.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Communicates effectively with others in socially appropriate ways.		I'm O.K., You're O.K.
Deals effectively with blocks to communication in self and others.		Relationships.
b) Receptive Communication Skills		
Demonstrates extensive comprehension skills.		
Detects bias, prejudice, or propaganda.		
c) Problem Solving and Decision Making		
Applies steps in problem solving to new and personal experiences or situations.	Establish home/school contact, to work together to increase the student's number of areas for independent action.	Lifeline.
	Use role play of appropriate simulated situations.	
Demonstrates awareness of how potential problem situations can be avoided.	Have a classroom discussion.	
Uses conflict management strategies in new and personal experiences and situations.		
4. Rules and Routines		
Identifies probable rules in a number of unfamiliar situations.	Go on field trips.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies consequences of breaking rules in a variety of unfamiliar situations.		
Formulates rules for unfamiliar situations, and identifies consequences.		
Recognizes the need to abide by rules even when not agreeing with them.		
5. Social Roles		
Identifies roles in unfamiliar situations and ascribes probable characteristics to these roles, e.g. boss/employee.	Use classroom discussion, books, field trips into community.	
Recognizes that conflict may arise when people behave in ways not consistent with role expectations, e.g. police officers who break the law.		
Recognizes that a person assumes different roles at different times in his life.	Have student talk to relatives and friends and report back to class.	
6. Values and Social Expectations		
Recognizes that values and social customs vary with the culture and that a custom or value appropriate in one setting may not be so in another, e.g. Hutterites.	Have a class discussion. Use books, films and news reports. Invite guest speakers.	Relationships.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Determines a person's values from his goals, interests, attitudes, etc.		
Demonstrates understanding of how group opinion affects personal value system.		
Recognizes when personal and social values come in conflict, and attempts to resolve the conflict.		
Demonstrates understanding of the concepts of human rights, e.g. dignity and equality.		
Demonstrates understanding of legal and moral responsibility for self and others.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies factors which can cause deafness.	Have students discuss factors which cause deafness and the terminology related to various cases; discuss the genetic factors in heredity cases.	
Evaluates the effect of hearing loss on career choices.	Have students report to the class on their career choices; discuss what implications hearing loss has on these choices and what special factors related to hearing loss the students may encounter in a particular occupation.	
	Have students discuss what careers they feel they might have chosen had they not been hearing impaired.	
	See World of Work.	
Demonstrates knowledge of availability and use of services and devices for the hearing impaired.	Have students research and do written report on the services and devices.	
	Have students locate information regarding: hearing aids; speech and audiology services; interpreter services (oral and manual); telephone communication devices; smoke detectors, door bell devices and so on.	
Demonstrates knowledge about organizations for the deaf and their purposes.	Have students discuss the difference between organizations of the deaf and for the deaf.	
	List organizations available and their aims and purposes, names of contact people, sources of information.	Communication for the Hearing Handicapped, p. 116 - 123.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge about the structure of organizations.	Have students discuss structure common to most organizations, how organizations function and how business is conducted: - Board of Directors - Officers - Executive - Motion - Amendments and others. Go on field trips so students can attend meetings of some of the local organizations.	
Demonstrates understanding that he has a right to an interpreter in legal situations.	Invite guest speakers in to talk about rights, e.g. they do not have to sign anything when arrested and that the law must provide interpreters. Have a lawyer speak to class and emphasize that deaf persons have the right to a lawyer and interpreter before they sign anything. Emphasize: DO NOT SIGN YOUR NAME TO ANYTHING YOU DO NOT UNDERSTAND.	

TRAVEL
Level 6
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student.		
Demonstrates understanding of a full range of regular safety and traffic rules, laws.	Have a class discussion about local traffic by-laws.	
Participates in driver training (where appropriate).		A.M.A. materials.

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads and uses a variety of transportation schedules.		
Travels independently beyond community/town, e.g. arranges accommodation, transportation, meals.	Arrange actual trips.	
	Use long range trip simulations.	International Traffic Signs.
	Take simulated trip to student designated destination.	Real Life Reading.
Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P.	Provide information brochures.	
Performs basic maintenance for vehicles, including automobile.		Motorcycle Safety. How to Read a Map. How to Read a Schedule.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates independence and reliability in coping with dangers and accidents.	Bring in guest speakers, e.g. police, firefighters, physician, hospital emergency worker.	

SAFETY
Level 6
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies available sources of help in case of community disaster.	Provide information.	

WORLD OF WORK
Level 6
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment		
The student:		
Selects and uses all power-driven tools and equipment in the shop.	Have student choose and complete project.	Manufacturer's use and care manuals.
Organizes and cares for tools and equipment.	Have student organize and care for tools and equipment independently.	
Constructs complex projects.	Have student complete assigned project which requires the use of more complex tools and equipment.	
Follows safety procedures when using tools and equipment.	Discuss the necessity of safety shields when using power-driven tools and equipment.	Worker's Compensation Board, printed materials.
	Discuss the necessity of listening carefully to the directions; and concentrating on the task at hand when using power-driven tools and equipment.	
	Invite guest speaker from Industrial Safety.	
2. Following Directions		
Follows all types of directions independently and accurately.	Develop individual projects involving complex sets of directions.	
	Monitor and evaluate students' progress.	

WORLD OF WORK
Level 6
A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates awareness of whom to consult should problems arise.	Create situation where student is forced to seek assistance. Have a class discussion.	
Accepts supervision in work situations.		
3. Decision Making		
Demonstrates ability to make appropriate decisions in work situations.	Have a class discussion about what decisions will be required when one is a member of the work force. Invite guest speaker, e.g. from Chamber of Commerce, local businessman.	
4. Independence		
Demonstrates ability to perform satisfactorily in familiar and unfamiliar work situations.	Provide opportunities for student to work in a variety of situations. Monitor and evaluate performance; discuss with student.	

WORLD OF WORK
Level 6
B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work?		
The student:		
Demonstrates financial independence through working.	Use work experience program.	
2. Job Awareness		
Develops knowledge of variety of jobs and careers available.	Bring in guest speakers from businesses, industries, unions and Chamber of Commerce.	Canadian Classification and Dictionary of Occupations.
	Discuss experience on part-time work.	Career Awareness. Occupations 2. Occupations 1.
Demonstrates knowledge of requirements for practical jobs/careers.	Go on work experience program field trips in coordination with Work Experience Program.	Program Scope Job Skills Series. S.R.A. Guidance Series. Careers Comparison Kit. A Job Search Guide. Careers Search. Jobs From 'A to Z'. Canadian Classification and Dictionary of Occupations.
Demonstrates knowledge of special training programs and institutions.	Provide information about future education, post secondary institutions, evening classes, etc.	
Recognizes how certain disabilities or limitations affect vocational choices.	Have students discuss how limitations in skills, experience, education, physical size, sex, or disability affect choices available.	A Job Search Guide. Getting Applications Right.
Recognizes that personal likes and dislikes, hobbies, and out of school activities should be considered when making career choices.	Have students specify jobs which require specific kinds of skills, e.g. math, reading.	Career Crosswords.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Develops a plan to implement personal career goals.	Have students outline how they can go about pursuing career choices after high school. Have students construct a life chart showing the steps to be followed.	
3. Job Demands		
Demonstrates good work habits.	Have a class discussion.	Good Work Habits. Job Attitudes.
Demonstrates positive attitude towards work.		
Assumes complete responsibility for task.		
Demonstrates ability to relate to personnel at school and on the job.	Role play various situations.	
Maintains personal and other belongings in neat fashion in school and at work.	In work experience setting, emphasize proper care, use, and storage of tools and equipment.	
Demonstrates punctuality.		
Recognizes the importance of balance between work and leisure time for personal satisfaction and well being.		

WORLD OF WORK
Level 6
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Abilities and Interests		
The student:		
Identifies a number of vocations for which he is/is not suited.		Janus Job Planner. Me and Others. Me and Jobs. Service Occupations.
Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations.		Looking Into The Future. Work Experience Manual. Social and Pre-Vocational Information Battery.
Identifies jobs/careers which may be of interest to him.	Provide job descriptions involving: full time/part time, day/night shift, working with people/machines. Measure student's interest in career fields with an interest inventory.	Girls and Their Future. Canadian Classification Dictionary of Occupations.
2. Awareness of Process		
Demonstrates use of telephone directory to obtain information.	Have student locate various agencies, etc., both in white and yellow pages. Teach categories, synonyms, etc.	How to Get That Job. Work Experience Manual. Finding Part-time Jobs.

WORLD OF WORK
Level 6
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job.	Using several different newspapers, have students collect, locate and display jobs in home town, in another geographical location.	Using the Want Ads. Basic Skills on the Job.
	Compile a file on part-time jobs available locally using want ads.	
	Demonstrate procedures used in answering want ad.	
	Discuss when to use the want ads; include the advantages and disadvantages and compare by phoning or visiting personnel office.	Guide to the Community. Variety of newspapers.
Recognizes that jobs can be obtained through a variety of means.	Discuss use of want ads, personal contacts, employment agencies.	
Demonstrates ability to use community and government agencies when looking for a job.		
3. Personal Contact		
Names person(s) who can provide assistance in finding a job.	Discuss ways to find part-time work, e.g. want ads, visits to work places, personal contact.	
	Have student discuss job availability with school counsellor.	
Develops file of useful contacts.		

WORLD OF WORK
Level 6
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to be interviewed for job placement.	Have student discuss interview with class; compile work diary describing duties of work experience; relate previous experience at the interview.	Janus Job Interview Guide. My Job Application File (2nd edition).
	Have student arrange by phone or letter to be interviewed by prospective work experience employer.	A Job Search Guide. Work Experience Handbook. Accent/The World of Work.
	Role play interview situation and discuss outcome of interview (successful or not).	Personal Resume Preparation. Resumes That Get Jobs: How to Write Your Best Resume.
	Discuss reasons and changes that can be made.	On the Job. I Want a Job.
	Have students compile a list of interview "do's and don'ts". Include punctuality, speech clarity, manners and appearance.	
	Invite guest speaker from a local industry to describe the importance of the interview. Have student use Canada Manpower Office to find a job.	
Fills in an application form correctly.	Provide practise filling in application forms correctly.	Forms in Your Life. Forms in Your Future. Actual application forms. Getting Applications Right.

WORLD OF WORK
Level 6
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to write different types of letters, e.g. letters of application.	Have students write letters requesting information.	40 Letters to Write.
	Have students examine various types of letters to compare style, content and layout.	How Do I Fill Out a Form?
Practises safety rules while on the job.	Discuss care of equipment, materials and self on the job.	Occupational Health and Safety Regulations.
	Obtain report from work experience program.	
	Discuss examples of safety/health regulations applied to specific jobs.	Questions About Compensation Benefits Answered.
	Review questions about compensation benefits.	Attitude Safety Posters.
2. Knowledge of Work Habits		
Practises responsible work habits on the job.	Have student participate in work experience program.	Don't Get Fired: 13 Ways to Hold Your Job. How to Hold Your Job.
	List and discuss the difference in expectations between school and the world of work, e.g. working without supervision.	
3. Interpersonal Relationships		
Demonstrates ability to get along with people in a variety of situations.	Have a class discussion.	Sign Survival Poster Program.
Demonstrates knowledge, awareness and acceptance of individual differences.		PATH - Positive Attitudes Toward the Handicapped (Kit).

WORLD OF WORK
Level 6
E. Worker's Rights

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Respects the rights of others.		
Demonstrates understanding of special rights under protective legislation, e.g. Dependent Adults Act.	Invite guest speakers from Services for the Handicapped and the office of the Public Trustee.	
Demonstrates understanding of work legislation, e.g. social insurance, unemployment insurance, minimum wage, workers' compensation.	Have a class discussion. Invite guest speakers from Unemployment Insurance Commission, Board of Industrial Relations.	
Demonstrates ability to utilize community services related to workers' rights.		Legislation Pamphlets.
Demonstrates understanding of unions and their functions.	Invite guest speakers from local unions.	
Demonstrates an understanding of the terms sick leave, deductions, income tax, and dental plan.		
Demonstrates understanding of shift-work, part-time work, over-time, temporary staff, seasonal work.		
Demonstrates understanding of the requirements and provisions related to social insurance number, unemployment insurance, minimum wage, workers' compensation, etc.	Have students study vocabulary. Discuss rights outlines. Have students discuss appropriate times and ways these rights can be used, and the role of the employee and employer in each situation.	
Demonstrates knowledge of Alberta Labor Act.		

HOME MANAGEMENT
Level 6
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Care		
The student:		
Assumes responsibility for care of own wardrobe.		
Repairs own clothing.	Make student responsible for organizing and maintaining classroom space, and for making minor repairs.	Lessons in Living.
2. Selection		
Chooses appropriate style, color and design.	Go on field trip to shop. Discuss suitability of newest fashions.	Materials from Dept. of Consumer and Corporate Affairs.
Chooses appropriate accessories.	Go on field trips to department stores, speciality shops.	Teen Guide to Homemaking.
Independently shops for a personal wardrobe.		
Demonstrates understanding of guarantees and warranties.		
Demonstrates knowledge of what to do with sub-standard goods and services.		
Demonstrates understanding of variation of quality, quantity and price in the market place.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes and compares regular and sale prices.	Have a classroom discussion. Go on field trips to shop and compare.	
Plans a coordinated wardrobe within a budget.	Select a realistic budget figure and have students plan a wardrobe that will meet their needs within that budget limitation. Discuss factors which influence the family clothing budget and develop sample plans as a class project. Include the question of sale purchases and the use of credit in the discussion.	
3. Construction		
Demonstrates ability to use sewing tools and machines.	Provide classroom experience with machines and tools. Invite guest speakers to discuss use of machinery with students.	 Sew It Yourself.
Sews more complex garments.	Provide on-going experiences in Home Economics class.	
Selects appropriate patterns, materials and accessories.		
Identifies and carries out various methods of construction.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Shopping		
The student:		
Demonstrates ability to prepare a shopping list and compare prices.	As a class project have students plan a gourmet meal. Make students responsible for preparing shopping list and purchasing food within a set budget.	Calgary Milk Foundation Materials. Alberta Milk Foundation Materials. Nutrition Communication.
Demonstrates knowledge of weights and measures used in stores.	Provide practical experience in store.	
Explains use and purpose of advertising.	Have student record examples of advertisements they hear on the media, and evaluate same. Invite guest speakers with consumer expertise.	Guide to Modern Meals. Food and You.
Identifies false advertising.		
3. Preparation		
Prepares meals including special dishes.	Have student plan and prepare a meal for guests, using home economics facilities.	How You Plan and Prepare Meals. Simple Cooking for the Epicure.
Plans and prepares menu for formal occasion.	Have a class discussion on variety and selection of food. Go on field trip to restaurant kitchen.	Gardens Cookbook Series. Betty Crocker's Cookbook. Microwave Cookbook. The Cook's Companion. The Teenagers Menu Cookbook.
Demonstrates ability to follow complex recipes.		

HOME MANAGEMENT
Level 6
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
5. Preserving		
The student:		
Describes short and long term storage mehtods.	Have a class discussion about storage.	Ten Short Lessons in Canning and Freezing.
6. Production		
Explains or describes in detail production, processing and distribution of: - garden products - dairy products - grain products - fishing products.	Go on field trips to various types of farms, distributors, commercial food processing plant, supermarket. Discuss complete processing of food.	

HOME MANAGEMENT
Level 6
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Selection		
The student:		
Identifies various types of accommodation.	Invite guest speakers from tax department, real estate, interior design, hearing impaired person who lives successfully in his own apartment. Discuss advantages/disadvantages of various types of housing.	Teen Guide to Homemaking.
Demonstrates understanding of responsibilities related to neighbors, landlords, community.	Invite guest speaker from Landlord and Tenant Association. See Citizenship and Individual Responsibility section.	
Demonstrates ability to use newspapers and other advertising to locate housing.	Have student use media.	
2. Furniture and Furnishing		
Chooses furnishings for cost, style and durability.		The Home, It's Furnishings and Equipment.
Identifies "harmony" in color, texture, style.	Have student create model home, then price furnishings to arrive at a realistic approximation of cost for his project.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Care and Maintenance		
The student:		
Demonstrates efficient methods of performing household tasks.	Elicit cooperation with family to encourage increased independence at home.	I Hate to Housekeep Book. How Does It Work? Popular Mechanics. How to Repair Electrical Appliances.
Demonstrates knowledge of cost of household repairs and need to get estimates.	Contact resource persons: plumber, electrician, welder, etc.	

HOME MANAGEMENT
Level 6
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Babysits, assuming complete responsibility.		
Demonstrates ability to dress, change, feed infant or child.	Provide practice on dolls brought in from St. John's Ambulance Courses, Fire Department. Go on field trips to carefully selected day care and Mothers Day Out and Early Childhood Services Centers. Have a class discussion on nutritious snacks.	Babysitting Course. Caring for Kids. Baby-sitters Handbook.
Demonstrates ability to make decisions about bedtime or snacks for children.		
Identifies what to do in an emergency, e.g. injury, fire, theft.	Discuss procedures to be followed in the event of injury, fire, theft. Contact resource persons, e.g. policeman, fireman, St. John's Ambulance Personnel.	
Demonstrates knowledge of the development (physical and emotional) of the young child.	Invite appropriate guest speakers to discuss development of young children.	
Recognizes emotional and physical needs of children.		

MONEY MANAGEMENT
Level 6
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of sources of income other than wages.	Invite guest speaker from Unemployment Insurance Commission, Social Services.	Mathematics for Citizenship. Mathematics for Everyday Living. Mathematics for the Worker. Mathematics for Employment. Getting Ready for Payday. Money Management.
Identifies factors that affect wages, e.g. training, time, danger, seasonal.	Bring in guest speakers from Manpower personnel, business manager, etc.	
Calculates money earned: - gross/net pay - regular/overtime - hourly, weekly, monthly, annually - double time, time and a half, holiday pay.		
Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P.	Have students examine and discuss salary stubs. Compare different cheque salary stubs to see similarities, differences. Discuss the meaning of these terms.	
Demonstrates understanding that the value of money changes over time.		
Demonstrates knowledge of texes, e.g. income tax.	Provide forms and have student fill in.	

MONEY MANAGEMENT
Level 6
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Compares and contrasts buying through different outlets, e.g. retail, mail order, wholesale.	Invite guest speakers. e.g. retailer, wholesaler.	
Describes examples of misleading advertising on television, radio, newspaper.	Use T.V., radio and printed advertisements to detect examples of misleading advertising. Examine recent copies of Canadian Consumer.	Gyps and Frauds. Case Study booklet 2. The Advertisement Book.
Demonstrates understanding of comparative shopping (goods and services).		
Differentiates between essential and luxury items.		
Develops budget for household management, e.g. groceries, clothing, utilities.	Discuss budgets developed by students.	
Calculates personal budgets for different family sizes and over varying time periods for: - casual worker - full time worker - unemployed worker.	Provide budgets and cost data so that student can make appropriate decision as to what to buy. Use role playing. Have family discuss needed cut-backs in personal spending after layoffs. Work out budgets (week, month, year) with items clearly indicated.	Let's Go Shopping. Mathematics for Adult Living.
Explains what a credit purchase is.		
Lists goods and services that can be bought on credit.		

MONEY MANAGEMENT
Level 6
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Calculates cost of credit.		Dollars and Sense. A Guide to Family Money Management. Math for Employment, Parts 1 and 2. Math for the Worker. Math for Banking. Math for Adult Living.
Calculates the cost of different methods of payment.	Discuss examples of borrowing in teh family and effects of borrowing on family members. Have student calculate payments due on a given loan period and equate this to given wages or find out how to get this information.	
Demonstrates understanding of the responsibility associated with credit buying.		
Utilizes Better Busines Bureau and Consumer Protection groups.	Invite guest speaker from Better Business Bureau.	
Demonstrates ability to utilize banking services.	Take field trips to bank. Request information from banks.	Business and Consumer Mathematics.
Names institutions where savings can be kept: banks, credit unions, trust companies, treasury branches, life insurance companies.	Bring in resource person, e.g. bank manager, manager of credit union to discuss services offered. Visit banks to determine if all banks give the same type of service.	Bank Account. The Bank Book.
C. Saving and Borrowing		
Describes circumstances where borrowing is/is not appropriate.	Provide sample case studies where the student decides if borrowing would be appropriate.	Mathematics for Adult Living.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of roles and responsibilities associated with being an independent adult.	Develop and have students respond to questions on a checklist which assesses the degree of responsibility assumed for purchase of clothing, provision of food, use of vehicles, earning money, etc.	Parenting. Marooned. Family Life.
	View films or videotapes depicting late or young adult behavior. Have class discuss and evaluate them.	
Makes independent decisions about how family responsibilities could be shared in various situations.	Have students describe, in writing, their present roles in the family and what they feel should be their responsibilities for the smooth running of their families.	
	Have students discuss in groups how family responsibilities are or could be shared in a variety of real or hypothetical situations.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates respect for personal, private and public property.	Discuss how inappropriate use of personal or private property can encroach upon the rights of others, e.g. loud parties or other noisy activities late at night or early morning, use of recreational vehicles, inappropriate use of public facilities.	
Participates in decisions regarding school rules and class activities.	Through student government, class clubs, or in planning class activities provide opportunities for students to be involved in decision making. Evaluate the decision making process.	
Accepts responsibility as a leader or committee member.	Provide opportunities for all members of the class to assume responsibility for planning or conducting some aspect of an activity for the school or class.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to utilize service agencies.		
Identifies national facilities.		
Demonstrates understanding of the meaning and role of civic pride, patriotism, national pride.	Have students discuss how these factors influence people's behavior on a day to day basis and in times of conflict.	
Demonstrates understanding of the responsibilities involved in holding an elected office.	Have students discuss the qualifications needed for various elected offices and nomination procedures. Outline the duties and responsibilities of executive officers and members of an organization.	
Demonstrates knowledge about ideological and government differences throughout the world.		
Identifies implications of major news stories: local, provincial, national, international.	Set up debat, e.g. political issues. Set up class, school newspaper. Go on field trip to local newspaper, television station. Invite guest speaker from media: newspaper reporter, meteorologist.	
Demonstrates awareness of "world community", e.g. responsibility towards developing countries.		Hello World! It's Nice to Know You. Why Should I Care.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology		
The student:		
Practises responsibility with regards to the natural environment.	Have students set up a model NO TRACE camp in a nearby park, complete with tent, cooking, equipment, etc. Have them dismantle the site without a trace of their having been there at all (no cut branches, no fire marks, no litter, no tent peg holes, etc.). Prepare a "checklist" of do's and don'ts for a family holiday trip. Discuss.	Town or City By-Laws. Government Environmental Resource Materials Guide. Flora and Fauna of Alberta. Travel Alberta Information. Ecology Puzzles. Investigations in Biology.
2. Natural Phenomena		
Demonstrates understanding of natural disasters.		
Demonstrates knowledge of economic and social effects of world's weather patterns.		
3. Energy		
States advantages/disadvantages of various energy sources.		
Demonstrates responsibility in making energy-consumption decisions.	Have a class discussion about advantages of carpools, public transit, etc.	
4. Pollution		
Demonstrates correct environmental care.	Arrange a camping trip of an overnight duration to practise many of these principles. Involve a few parents.	Stop Polluting - Start Preserving.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of the regulations in existence to protect the environment.	Have students examine city by-laws governing noice, weed control, waste disposal and apply to his specific life situation.	
Utilizes his right to speak out against environmental offences.		
Demonstrates awareness of the dangers of industrial noise, and an understanding of preventative measures.		
5. Conservation		
Practises various methods of conservation.	Discuss recycling concept, choosing products with few negative environmental effects, energy conservation, etc.	World Sources of Energy. Conserving the Earth's Resources. Competition for Land.
6. Safety		
Practises water safety.		
Demonstrates competency and safety in the performance of several out-of-doors activities.	During industrial education program have student practise small engine repair and maintenance. Invite the school caretaker to instruct the students in proper use of the lawnmower.	
Demonstrates ability to practise survival method.		
Demonstrates responsible behavior in parks, etc.		
Demonstrates knowledge of possible dangers of various terrains.	Have a discussion about risks involved in travel on frozen lakes, icy roads, etc.	

PHYSICAL EDUCATION

A. INTRODUCTION

Physical development through formal physical education is widely accepted as a high priority function of education programs for our youth. The need for physical activity and the value of training for improvement of physical activity and physical functioning, and the associated satisfaction and sense of well being usually is not adversely affected by the status of one's hearing. In fact, with many hearing impaired students there may be a greater need for self-expression through physical activity than there is with hearing people.

Activities and programs which are appropriate for hearing students are also suitable for those who have hearing impairments. It is recommended that the regular Alberta Curriculum for physical education be used with hearing impaired students. The teaching of the language associated with physical education activities must be done carefully and, as with any group, provision must be made for individual differences.

B. SPECIAL CONSIDERATIONS

There are some special considerations which must receive attention when planning and conducting physical activities for hearing impaired students. The more important ones are presented here and all teachers charged with the responsibility for providing such instruction are urged to review them periodically so they will not be overlooked. It cannot be overstressed that in some cases dangerous situations and possible additional auditory impairment can result from ignoring these considerations.

A hearing impaired student may be inclined to be overly shy and lacking in confidence which may make it difficult for him to participate readily in activities or to respond to stimuli in times of potential danger. Likewise, there are hearing impaired students who are impulsive in their actions which can lead to danger to others as well as themselves. The teacher must be on guard for both types. Until the teacher is well acquainted with the students, it is wise to plan and utilize more easily controlled activities and those which are likely to impose minimal threat to those students who lack confidence. Both shyness and impulsive behavior may result as much from a lack of appropriate social play experience or a lack of understanding or neurological impairment associated with the hearing deficiencies.

In actual teaching, reliance upon verbal instruction, lengthy explanations, and detailed analysis of movements should be avoided. These students learn visually and can be much better served by visual aids and by teacher or student demonstrations.

It is essential to avoid the frequent changing of rules. Often the rules of the game are learned only through a great deal of effort and to learn about changes can be frustrating if not confusing.

A useful technique is to provide each hearing impaired student with a partner. In an integrated situation, where each hearing impaired student can be paired with a hearing student, the hearing impaired students are likely to participate more readily.

For some students there are serious inherent dangers associated with participating in vigorous physical activities. Therefore, it is important to find out what each student's limitations are, if any. An otological report from a reputable doctor should be available to teachers planning physical education programs for hearing impaired students.

Such activities as boxing, wrestling, diving and sub-surface swimming should be avoided by some students because of the danger of further damage to their hearing. All swimming is unwise for students with ear drum performations, recent fenestration operations, and certain other middle ear involvements.

Damage to the semi-circular canals is sometimes associated with deafness. In these cases, balance is affected and climbing on apparatus or attempting to perform at levels above the floor may be hazardous. Students with semi-circular canal involvement will often experience dizziness and nausea especially when attempting to use a trampoline or when participating in tumbling.

If students have hearing aids they should be worn when practical to do so. Certain vigorous activities, including swimming, necessitate the removal of aids to prevent damage from blows or falls, or from excessive moisture entering the aids. When aids are removed they must be placed in a safe place to protect them from damage. Dampness should be avoided so aids should never be placed on wet grass or other wet surfaces.

Those who have had fenestration operations or other damage to the tympanic membrane should be fitted with ear plugs to be worn outdoors in windy weather.

C. THE LANGUAGE OF PHYSICAL EDUCATION

Sports and other physical education activities have a language which is unique to each particular activity. The words and expressions must be carefully taught to hearing impaired students. For some integrated students, interpreter services may be required. Hand signals may be learned readily but whistles and starting guns may have to give way to, or be used in conjunction with, visible signals when profoundly deaf participants are involved.

Language is the one area which requires considerable special attention when hearing impaired students are included in a program. In some cases written tests will present language problems and may not accurately reflect low verbal students' level of understanding of rules and other physical education concepts.

D. PHYSICAL FITNESS

Hearing impaired students of all ages need to be given an opportunity to develop and maintain an adequate level of physical fitness. For elementary school age students, this can be encouraged by offering regularly scheduled classes which offer a broad range of physical activity. Junior and senior high school age students should have the opportunity to obtain instruction not only in team sports and exercise programs, but also in sports such as skiing, curling, bowling, tennis, golf, swimming, raquetball, etc. which can form the basis for recreational and fitness activities after schooling is completed.

E. REFERENCES

Birch, Jack W. *Hearing Impaired Children in the Mainstream*. Minneapolis, Minnesota: Leadership Training Institute/Special Education, University of Minnesota, 1975.

Curriculum Guides for Physical Education - Alberta Education.

Newman, Judy. *Swimming for Children with Physical and Sensory Impairments: Methods and Techniques for Therapy and Recreation*. Springfield, Illinois: Charles C. Thomas, 1976.

Physical Education, Recreation and Sports for Individuals with Hearing Impairments; Physical Education and Recreation for the Handicapped. Washington, D.C.: Information and Research Utilization Centre (IRVC).

Wisher, Peter R. *The Role of Physical Education and Athletics for the Deaf in the Hearing World*. Reston, Virginia: C.E.C. Information Services, 1966.

MUSIC

A. INTRODUCTION

The objective for including music in the program for hearing impaired students is to use music as a tool to develop certain skills in auditory training, speech, and language. This objective differs markedly from the objective of regular music programs. Hearing impaired students, even the profoundly deaf, gain some sensory input from music (even if it is only vibration) and enjoy the rhythmic quality of sound.

Music can be used as a motivator for learning. Hearing impaired students are required to concentrate hard from a very young age on speech, language and other lessons. They need short breaks throughout the day and rhythmic song breaks provide a useful yet enjoyable activity for those breaks.

Older students are aware of the role of music in social activities. They are interested in the names of pop stars and lyrics of the latest songs. They also want to know how to do the latest dance steps. This spontaneous interest can be tapped for use in language lessons and physical education activities.

B. GENERAL OBJECTIVES

1. Enjoyment;

2. Social skills: Group participation in folk dancing, square dancing and rhythm band activities develops cooperation, self-confidence and appropriate social behavior (memory and sequencing are also involved in these activities);

3. Auditory training: Many activities which train the students to use their residual hearing can be included in the music period;

4. Rhythmic control: Through movement to music, students learn control of their bodies in response to an auditory or vibratory stimulus. This is basic to rhythmic speech;

5. Vocal quality: Through signing simple songs students practise pitch variation, intensity control and other suprasegmental aspects of speech;

6. Speech and language development:

   a. through songs,
   b. through instruction on musical topics, e.g. instruments.

A music lesson is successful if the students:

- enjoy the experience,
- participate cooperatively,
- can cope confidently with the demands made upon them,
- develop skills relevant to the objectives of the music program as stated above.

It must be remembered that the quality of participation will vary greatly depending on the amount of residual hearing and other individual differences. Each student's progress must be considered in relation to his previous performance. Comparisons between students should not be made.

C. INTEGRATED STUDENTS

The student who is integrated in a regular school program should be encouraged to participate in music classes until the skills and quality of performance expected are beyond his capability. The deciding factor should be the enjoyment and participation of the student. If the class is a strain for him he should be given the option of extra language work or some other alternative use of his time which would be more helpful to him. The alternative should be presented carefully so that it is not perceived as a punishment or rejection.

D. MUSIC IN THE SPECIAL CLASS

Teachers should plan their music program to include rehearsal of specific targets from the speech program and should select songs in relation to the language themes being taught.

Some Carl Orff instruments are helpful, particularly the low frequency metallophones and xylophones and the tambour. The techniques of Orff can also be adapted very successfully.

Music textbooks for young children are good sources of songs. Nursery rhyme songs, action and game related songs, and songs used for special occasions or holidays should be taught to young deaf students.

E. RESOURCES

Birkenshaw, Lois. Music for Fun, Music for Learning, (second edition). Toronto, Ontario: Holt, Rinehart and Winston, 1977.

Robbins, Carol and Clive Robbins. Music for the Hearing Impaired. Resource Manual and Curriculum Guide, Magnamusic - Barton, 1980.

ART

Art is a very important subject area for hearing impaired students. It is an ideal subject area for both inverse integration and integration into regular classes. Art can be used very successfully in self-contained classrooms as a subject area motivator, for stimulating language and for expression of ideas and feelings.

Art is an area where hearing impaired students can achieve successfully on a par with the hearing population. Care should be taken that the stimulation for art activities be realistic to the student's sensory limitations.

The provincial curriculum for art should be used with hearing impaired students; care should be taken that progression be according to age rather than grade level. Teachers should be aware that the vocabulary used in art needs to be specifically taught as does the vocabulary in all other subject areas.

Suggestions for monitoring progress may be found in the Alberta Education Curriculum.

DRAMA

A. INTRODUCTION

Core concepts in drama as outlined in the Alberta curriculum apply to the hearing impaired student in much the same way as to the student with normal hearing. Drama activities should be part of the program in the education of elementary school age hearing impaired students. At junior and senior high school levels students should be able to choose drama as an elective.

There are two major reasons for the inclusion of drama in the curriculum for hearing impaired students. These are (1) the use of drama as a technique or strategy for teaching language, and (2) drama as an art form, a means of expanding understanding of self and others through viewing and a medium of self-expression.

For information on the use of drama as a tool in teaching language refer to the language arts curriculum.

B. DRAMA AS AN ART FORM OR COMMUNICATION MEDIUM

Objectives:

1. Receptive
    a. to enhance the enjoyment and appreciation of literature
    b. to develop an appreciation of variety in moods, emotions, personalities and the interplay of characters
    c. to analyze the impact of context or situation on human behavior
    d. to develop critical skills in viewing plays, puppetry, films, film strips and mime;

2. Expressive
    a. to recognize the dignity, utility and significance of body language and facial expression
    b. to develop control and appropriate use of body language and facial expression
    c. to provide opportunity for imagination and self-expression
    d. to develop skills for creating plays, puppet shows, films, film strips and mime;

3. Technical
    a. to develop an understanding of stage lighting techniques and their appropriate use in productions
    b. to recognize the value of effective costuming in a production and demonstrate the ability to create or assemble costumes appropriate for various roles

c. to provide practice in the application of stage make-up for basic use and special effects
d. to provide opportunities for creating stage settings and practice in coordination and management of stage properties
e. to provide opportunities for the use of sound systems, sound effects, etc. in such a way as to enhance the activities
f. to analyze and implement the modifications necessitated by the need for facing the audience, the method of communication used (mime, speech, manual communication), or the provision of interpreters (manual and reverse)
g. to provide opportunities for the promotional and financial activities related to dramatic productions.

In teaching drama to hearing impaired students some modifications in teaching strategies will need to be made. However, most strategies used with students with normal hearing can be used successfully with hearing impaired students. Where modifications are necessary they will be primarily related to changes in staging to accommodate the communication needs of hearing impaired students.

APPENDIX A

OVERVIEW

MI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates some understanding of growth. p. 1	Demonstrates understanding that growth, physical development and maturation affect physical abilities. p. 36	Recognizes concepts related to growth and development. p. 77	Identifies physical changes resulting from growth and development. p. 118	Demonstrates ability to cope with physical changes. p. 160
Recognizes that people are either male or female. p. 1	Identifies sex of self and others. p. 36	Identifies sex differences between males and females. p. 78	Identifies physical sex changes and feelings arising from awareness of sexuality. p. 118	Demonstrates understanding of intercourse, pregnancy, birth, veneral disease, birth control. p. 160
	Demonstrates understanding that people have physical differences. p. 36	Identifies physical differences and similarities between self and others. p. 78	Recognizes that physical differences affect occupational and personal choices. p. 118	Identifies the effect of physical handicaps or disorders on self and others. p. 160
Identifies some actions requiring privacy. p. 1	Demonstrates understanding of the need for privacy. p. 36	Respects the privacy of others. p. 78	Demonstrates appropriate behavior in public. p. 118	
3. Emotional Self				
Identifies specific emotions in self and others. p. 1	Identifies specific emotions by name in self and others. p. 36	Identifies an increasing number of emotions in self and others. p. 78		
Recognizes the existence of a wide range of emotions and feelings. p. 1	Identifies emotions from a wide range of stimuli. p. 36	Identifies emotions in pictorial and written form. p. 78	Recognizes mixed emotions/changing emotions. p. 118	Identifies mixed or changing emotions in self and others. p. 160
Recognizes that feelings can be expressed in appropriate and inappropriate ways. p. 2	Recognizes that people affect one another's emotions by the things they say or do. p. 36	Identifies causes of emotions. p. 78	Demonstrates increasing awareness of causes of emotions and consequences of emotional reactions. p. 119	Predicts emotional reaction of self and others in a given situation. p. 161

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Identifies consequences of emotional reactions. p. 78	Recognizes the relationship between emotion and behavior. p. 119	Recognizes that emotional states vary with the individual and circumstances. p. 161
Indicates discomfort. p. 2	Indicates when he is feeling uncomfortable. p. 37	Recognizes signs and causes of stress in self and others. p. 78	Recognizes and categorizes the causes of stress in self and others. p. 119	Demonstrates ability to cope with stress. p. 161
	Demonstrates ability to relax. p. 37	Practises relaxation, with guidance. p. 78	Identifies appropriate ways of dealing with stress. p. 119	Identifies appropriate/inappropriate ways of dealing with stress. p. 161
				Identifies ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task. p. 161
Responds appropriately to feelings. p. 2	Responds appropriately to feelings. p. 37	Expresses emotions appropriately in a variety of situations. p. 79	Expresses emotions appropriately with regard to situation, intensity, relationship. p. 119	Expresses and controls emotions in a variety of settings. p. 161
		Demonstrates understanding of assertiveness. p. 79	Demonstrates understanding of the difference between being assertive and being aggressive. p. 119	Demonstrates appropriate assertiveness skills. p. 161
B. Social Relationships				
1. Needs and Motivations				
Indicates some basic needs. p. 3	Demonstrates understanding that food, shelter and clothing are basic needs. p. 38	Distinguishes between needs and wants. p. 80	Identifies human needs which are physical and those which are emotional. p. 120	Identifies personal needs which may exist in the future, or in unfamiliar situations. p. 162

MI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Identifies needs of safety, belonging and adequacy. p. 80	Identifies needs of safety, belonging and adequacy. p. 120	Categorizes needs by immediacy and importance. p. 162
	Identifies those who provide basic needs for him. p. 38	Identifies how basic needs can be provided for. p. 80	Identifies how needs can be provided for. p. 120	Identifies how predicted needs can be met by himself or others. p. 162
		Recognizes the relationship between behavior and needs or motives. p. 80	Recognizes the relationship between behavior and needs or motives. p. 120	Identifies situations in which satisfaction of personal needs must be delayed or foregone because of needs of others. p. 162
	Identifies situations in which people need help or protection. p. 38	Identifies an increasing number of situations in which people need help. p. 80	Identifies an increasing number of situations in which people need help. p. 120	Identifies when two personal needs may be in conflict and suggests appropriate resolution of the conflict. p. 162
2. Factors Affecting Relationships				
Differentiates between familiar and unfamiliar people. p. 3	Categorizes familiar and unfamiliar people with respect to age, role. p. 38	Given a situation, indicates appropriate responses to persons in varying roles. p. 80	Recognizes how age and status affect the ways in which people relate to one another. p. 120	Recognizes that roles can change from time to time and in situations even when the people involved remain the same. p. 162
Demonstrates respect, protection, cooperation, caring for other people. p. 3	Demonstrates respect, protection, cooperation, caring for other people. p. 38	Demonstrates respect, protection, cooperation, caring for other people. p. 80		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS				
A. Knowledge of Self				
1. Personal Characteristics/ Self Identification				
Identifies self by name. p. 1	States/writes/signs: name, age, address, telephone number. p. 35	States/writes/signs: locality, province, country, ethnic background, ages of family members, birthdate, class, room number. p. 77	Identifies the need and function of self-identifying information, e.g. I.D. number. p. 118	Identifies the need and function of self-identifying information, e.g. I.D. card, social insurance number. p. 160
Identifies family members. p. 1	Identifies self as being a member of a family. p. 35	Identifies extended family relationships. p. 77		
Identifies activities which he likes/dislikes. p. 1	Identifies some areas of strength and some areas of interest. p. 35	Identifies and demonstrates or describes some interests or preferences, abilities or talents. p. 77	Identifies and describes an increasing number of interests or preferences, abilities or talents. p. 118	Relates personal interests, abilities, limitations to vocational and other activities. p. 160
Recognizes similarities and differences between others, e.g. big, small. p. 1	Compares similarities and differences between people, e.g. eye color. p. 35	Recognizes and accepts physical limitations. p. 77	Recognizes and accepts physical limitations and the range of differences between people. p. 118	Recognizes and accepts areas where individual effort can improve physical performance and where it can not. p. 160
2. Physical Self				
Identifies the five senses and indicates the body part involved. p. 1	Identifies the five senses and indicates the body part involved. p. 35	Interprets and categorizes appropriate visual images, sounds, tastes, smells and tactile images. p. 77	Interprets and categorizes sensory input. p. 118	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Handling Social Interaction				
a) Expressive Communication Skills				
Communicates in a variety of ways. p. 3	Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 38	Communicates more effectively with others, e.g. appropriate assertion of needs, direct messages. p. 81	Demonstrates increased skill in communicating with others. p. 121	Demonstrates increased skill in communicating with others. p. 162
	Communicates with others in socially acceptable ways. p. 38	Communicates effectively with others in socially appropriate ways. p. 81	Communicates effectively with others in socially appropriate ways. p. 121	Communicates effectively with others in socially appropriate ways. p. 163
		Identifies and deals with some blocks to communication in self and others. p. 81	Identifies and deals with some blocks to communication in self and others. p. 121	Deals effectively with blocks to communication in self and others. p. 163
b) Receptive Communication Skills				
Follows simple directions. p. 3	Follows directions. p. 39	Follows complex directions. p. 81	Demonstrates increasing comprehension skills. p. 121	Demonstrates increasing comprehension skills. p. 163
				Detects bias, prejudice or propaganda. p. 163
c) Problem Solving and Decision Making				
Makes simple choices. p. 4	Practises making personal decisions in the classroom. p. 39	Identifies what information is needed to make decisions. p. 81	Demonstrates understanding of the terms: problems, decision, consequences, solution. p. 121	
Begins to participate in the decision making process. p. 4	Participates in decision making process. p. 39	Given steps in problem solving, demonstrates understanding of the process. p. 81	Applies the steps of problem solving to personal experiences with minimal supervision. p. 121	Applies steps in problem solving to new and personal experiences or situations. p. 163

WI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Begins to recognizes consequences of his choice. p. 4	Recognizes possible consequences of decisions. p. 39	Recognizes that alternative choices may be made. p. 81	Demonstrates ability to evaluate most appropriate solution. p. 121	
	Identifies a problem situation and suggests a possible solution. p. 39	Identifies factors which cause a problem. p. 82	Demonstrates awareness of how problems are caused. p. 122	Demonstrates awareness of how problem situations can be avoided. p. 163
	Participates in appropriate conflict management strategies: taking turns, apologizing, soliciting, intervention, sharing. p. 39	Identifies a conflict situation and applies conflict management strategies under direction of teacher. p. 82	Demonstrates ability to apply constructive conflict management techniques with increasing independence. p. 122	Uses conflict management strategies in new and personal experiences and situations. p. 163
4. Rules and Routines				
Recognizes and predicts a routine sequence at home and school. p. 4	Identifies basic school rules. p. 39	Identifies school rules and recognizes violations of these. p. 82	Identifies rules of behavior in a variety of familiar situations. p. 122	Identifies probable rules in a number of unfamiliar situations. p. 163
Follows most rules at home and school. p. 4	Follows most rules in the classroom and on the playground. p. 40	Follows school rules without direct supervision. p. 82	Follows rules of appropriate behavior in a variety of unfamiliar situations. p. 122	
	Identifies and accepts consequences of breaking school rules. p. 40	Identifies consequences of breaking rules in the community. p. 82	Identifies consequences of breaking rules in a variety of familiar situations. p. 122	Identifies consequences of breaking rules in a variety of unfamiliar situations. p. 164
	Identifies rules which cannot be changed and routines which can be modified. p. 40	Identifies the need for routines and rules, e.g. order, protection, equality. p. 82	Formulates routines/rules for familiar situations and identifies consequences. p. 122	Formulates rules for unfamiliar situations and identifies consequences. p. 164
	Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games. p. 40	Identifies situations which require the establishment of routines or rules in school or on the playground. p. 82	Identifies ways in which rules made by others may be modified, e.g. voting. p. 122	Recognizes the need to abide by rules even when not agreeing with them. p. 164

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
5. Social Roles				
Identifies some roles associated with the family, e.g. mother, father. p. 4	Identifies characteristics of family roles, e.g. sister, brother. p. 40	Identifies roles associated with the school and states some of the characteristics of these roles. p. 82	Identifies roles associated with the community and states some of the characteristics of these roles. p. 123	Identifies roles in unfamiliar situations and ascribes probable characteristics to these roles, e.g. boss/employee. p. 164
	Identifies leaders within the classroom or playground. p. 40	Assumes leader roles in the classroom/playground with peers in structured situations, e.g. games, classroom activities. p. 83	Recognizes the difference between official and unofficial roles, e.g. friend vs. president. p. 123	
	Recognizes the authority and responsibilities associated with some adult roles. p. 40	Recognizes that roles involve rights and privileges, duties and obligations. p. 83	Recognizes the privileges and obligations associated with a variety of roles. p. 123	Recognizes that conflict may arise when people behave in ways not consistent with role expectations, e.g. police officers who break the law. p. 164
	Identifies multiple role of familiar adults, e.g. father is also employee. p. 40	Recognizes that adults have multiple roles, e.g. teacher, friend, student, nurse. p. 83	Recognizes that a person may assume several roles at the same time. p. 123	Recognizes that a person assumes different roles at different times in his life. p. 164
6. Values and Social Expectations				
Demonstrates appropriate behavior at home and school. p. 5	Demonstrates appropriate behavior in home, school and community. p. 40	Behaves appropriately in most social situations. p. 83	Behaves appropriately in all social situations. p. 123	
Recognizes differences in cultures, e.g. costume, food, language. p. 5	Identifies differences in cultures, e.g. costume, food, language. p. 41	Demonstrates awareness of differences in cultures existing in community and province. p. 83	Demonstrates understanding of the relationship between social customs and values. p. 123	Recognizes that values and social customs vary with the culture and that a custom or value appropriate in one setting may not be so in another, e.g. Hutterites. p. 164

WI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Recognizes basic values, e.g. honesty, kindness. p. 41	Recognizes basic societal values. p. p. 83	Relates personal values to those of society. p. 123	Determines a person's values from his goals, interests, attitudes. p. 164
		Identifies the behavior which best illustrates a given value. p. 83	Demonstrates increasing awareness of personal values by stating what to do in a given situation and why. p. 124	Demonstrates understanding of how group opinion affects personal value system. p. 165
			Recognizes some alternative behaviors which others might engage in in the same situation. p. 124	Recognizes when personal and social values come in conflict, and attempts to resolve the conflict. p. 165
	Recognizes need for social rules. p. 41	Recognizes violation of basic societal values. p. 83	Demonstrates understanding of the relationship between moral values and laws. p. 124	Demonstrates understanding of the concepts of human rights, e.g. dignity and equality. p. 165
	States simple rules and recognizes when they are broken, e.g. golden rule, school or class rules, rules for games. p. 41	Recgonizes that most rules are for the protection of individuals. p. 83	Demonstrates understanding of need for protection of self and property. p. 124	Demonstrates understanding of legal and moral responsibility for self and others. p. 165
DEAF STUDIES				
Recognizes that he is deaf. p. 6	Demonstrates knowledge of his handicap and its implications. p. 42	Demonstrates knowledge about what causes his hearing impairment or deafness. p. 84	Identifies factors which can cause deafness. p. 125	Identifies factors which can cause deafness. p. 166
		Demonstrates ability to cope with limitations of deafness. p. 84	Recognizes that hearing impairment places some restrictions on occupational choices. p. 125	Evaluates the effect of hearing loss on career choices. p. 166
			Demonstrates knowledge of educational programs for deaf students. p. 125	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Distinguishes between hearing impaired and hearing individuals. p. 6	Distinguishes between hearing impaired and hearing individuals. p. 42	Distinguishes between hearing impaired and hearing individuals. p. 84	Demonstrates knowledge that the hearing impaired are much the same as hearing people. p. 125	
Recognizes ways in which he is like other people. p. 6	Recognizes ways in which he is like/unlike other people. p. 42	Demonstrates ability to deal with the reaction of hearing people when they meet for the first time. p. 84		
	Demonstrates knowledge of different modes of communication used by hearing impaired individuals. p. 42	Demonstrates knowledge of manual and oral communication. p. 85	Demonstrates knowledge about various methods of communication and the advantages and limitations of each method. p. 125	
Recognizes that there are regional differences in sign language. p. 6	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 42	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 85	Demonstrates knowledge of availability and use of services and devices for the hearing impaired. p. 126	
With assistance, recognizes international symbol of deafness. p. 6	Recognizes international symbol of deafness. p. 42	Identifies international symbol of deafness. p. 85	Demonstrates knowledge of meaning of international symbol of deafness. p. 126	
		With assistance, demonstrates ability to use telephone communication devices. p. 85	Demonstrates increasing ability to use telephone communication devices. p. 126	
Wears hearing aid consistently. p. 6	Demonstrates ability to take good care of hearing aid. p. 43	Performs routine maintenance of hearing aid. p. 85		
			Demonstrates knowledge of sources of information about services and devices. p. 126	Demonstrates knowledge about organizations for the deaf and their purposes. p. 166
				Demonstrates knowledge about the structure of organizations. p. 167

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
				Demonstrates understanding that he has a right to an intrepreter in legal situations. p. 167
		Demonstrates pride in achievements. p. 85	Demonstrates knowledge about lives of successful deaf people. p. 126	
TRAVEL				
A. Ways to Travel				
Identifies vehicles. p. 7	Identifies ways people can travel: walk, bicycle, school bus, private and public transportation. p. 44	States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane. p. 86	States the advantages and disadvantages of a broad range of modes of travel. p. 127	
Identifies some traffic signs. p. 7	Identifies basic traffic signs. p. 44	Identifies and demonstrates understanding of a broader range of safety and traffic rules. p.	Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles. p. 127	Demonstrates understanding of a full range of regular safety and traffic rules, laws. p. 168
Travels in immediate neighborhood independently. p. 7	Travels independently in neighborhood, e.g. walking. p. 44	Travels independently in community, e.g. walking, bus, bicycle riding. p. 86	Travels independently beyond the community. p. 127	Participates in driver training (where appropriate). p. 168
B. Travel Skills				
Follows simple directions. p. 8	Follows written and verbal directions. p. 44	Follows more complex set of directions. p. 87		
Recognizes basic traffic signs and symbols. p. 8	Obeys traffic signs and rules. p. 44	Identifies additional rules of safe travel, e.g. refusing rides from strangers. p. 87		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Recognizes landmarks in school and neighborhood. p. 8	Recognizes landmarks in wider community. p. 45			
	Recognizes simple maps. p. 45	Uses simple maps. p. 87	Demonstrates ability to use a variety of maps. p. 128	
			Demonstrates knowledge of map symbols. p. 128	
		Identifies alternate routes to familiar destinations. p. 87	Identifies alternate routes to unfamiliar destinations. p. 128	
			Reads and uses a variety of transportation schedules. p. 128	Reads and uses a variety of transportation schedules. p. 169
			Plans trip itinerary. p. 128	Travels independently beyond community, e.g. arranges accommodation, transportation, meals. p. 169
Follows established routines for riding in vehicle. p. 8	Demonstrates appropriate behavior in various forms of travel. p. 45	Demonstrates appropriate behavior and knowledge of rules in a variety of settings. p. 87	Demonstrates appropriate behavior and knowledge of rules. p. 128	
	States where to go for help if lost. p. 45	Locates help when required. p. 87	Identifies agencies that help travellers, e.g. A.M.A., R.C.M.P., local police. p. 128	Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P. p. 169
			Identifies basic maintenance procedures for vehicles: tire pressure, tire changes, grease and oil. p. 128	Performs basic maintenance for vehicles, including automobile. p. 169

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
HEALTH				
A. Nutrition				
Identifies a variety of foods. p. 9	Identifies a variety of foods and their sources. p. 46		Note: It is expected that hearing impaired students will be integrated into a regular classroom at Levels 5 and 6. Teachers are advised to use the Health Curriculum (Alberta Education, 1982) as applicable within their jurisdiction.	
	Classifies food into appropriate food group. p. 46	Identifies and classifies food into the four basic food groups. p. 88		
Identifies nutritious food. p. 9	Selects a balanced meal. p. 46	Demonstrates knowledge of a balanced diet. p. 88		
	Demonstrates knowledge of the rules of good nutrition. p. 46	Demonstrates knowledge of the relationship between nutrition growth and development. p. 88		
Identifies some "junk-food". p. 9	Demonstrates understanding of "junk-food" to be avoided between meals. p. 46	Demonstrates understanding of the lack of nutritional value in "junk-food". p. 88		
	Recognizes the importance of hygiene practises in food preparation. p. 46	Practises hygiene in food preparation. p. 88		
B. Personal Care				
1. Knowledge of Body				
Identifies some basic body parts. p. 10	Identifies basic body parts. p. 47	Identifies functions of body parts. p. 89		
Recognizes differences between boys and girls. p. 10	Recognizes and explains differences between boys and girls. p. 47	Recognizes secondary physical and sexual changes. p. 89		

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Care of Body				
Assumes initial responsibility for body hygiene, e.g. washes face, brushes teeth, toileting. p. 10	Demonstrates some independence in matters of personal hygiene. p. 47	Demonstrates independence in matters of body cleanliness. p. 89		
	Assumes some responsibility for personal belongings, e.g. grooming articles. p. 47	Assumes responsibility for care of personal belongings, e.g. grooming articles. p. 89		
	States reasons for taking good care of the body. p. 47	Identifies methods of maintaining a strong healthy body. p. 89		
	Practises physical fitness program. p. 47	Practises physical fitness program. p. 89		
Seeks help appropriately when sick or hurt. p. 10	Demonstrates knowledge of what to do in case of minor illness. p. 48	Demonstrates knowledge of what to do in case of minor illness. p. 89		
		Demonstrates knowledge of how and when to administer first aid for minor accidents. p. 90		
3. Drugs and Alcohol				
Takes drugs only when administered by a responsible adult. p. 10	Takes drugs only when administered by parents, guardians or medical personnel. p. 48	Recognizes that there is a difference between prescription and non-prescription drugs. p. 90		
	Differentiates between vitamins and drugs. p. 48	Recognizes that drugs may have negative effects. p. 90		

MI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
C. Community Health Services				
	Identifies health helpers and their function. p. 49	Identifies medical personnel and their functions. p. 90		
Demonstrates knowledge about how community helpers help us. p. 11	Demonstrates knowledge that workers are there to help us. p. 49	Identifies hygiene personnel and their function. p. 90		
		Identifies mental health personnel and their function. p. 90		
Demonstrates understanding of places to go to for medical help. p. 11	Identifies places to go to for medical help. p. 49	Demonstrates ability to follow emergency procedures. p. 90		
	Recognizes the importance of having a family doctor or dentist. p. 49	States reasons for having a family doctor and dentist. p. 91		
SAFETY				
A. In the Home				
Demonstrates awareness of common sources of danger within the home. p. 12	Demonstrates awareness of common accidents which could occur in the home. p. 50	Demonstrates increased awareness of common accidents which could occur in the home. p. 92	Demonstrates awareness of the causes and types of common accidents which could occur in the home. p. 129	Demonstrates independence and reliability in coping with dangers and accidents. p. 170
	Identifies dangers associated with various areas and items in the home. p. 50	Demonstrates safe use of common kitchen tools, appliances, handtools, etc. p. 92	Demonstrates safe use of kitchen tools, appliances, handtools, etc. p. 129	
Demonstrates understanding of danger of fire in the home. p. 12	Follows adult instruction about fire drill in home. p. 51	Follows appropriate procedures for fire drill in the home. p. 92	Demonstrates knowledge of fire prevention and fire safety. p. 129	

WI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
B. In the School				
Demonstrates awareness of common sources of danger within the school setting. p. 13	Demonstrates awareness of dangerous situations which could occur in the school. p. 51	Demonstrates increased awareness of dangerous situations which could occur in the school. p. 93	Demonstrates knowledge of common accidents which could occur in the school. p. 130	
Demonstrates understanding of danger of fire in the school. p. 13	Follows adult instruction about fire drill in school. p. 51	Follows appropriate procedures for fire drill in the school. p. 93	Demonstrates knowledge of fire prevention and fire safety. p. 130	
C. In the Community				
Demonstrates awareness of common sources of danger within the community. p. 14	Demonstrates understanding of different types of disasters. p. 52	Demonstrates understanding of role of police and firemen in case of disaster. p. 94	Demonstrates understanding of how to cooperate with authorities in case of disaster. p. 131	Identifies souces of help available in case of community disaster. p. 171
WORLD OF WORK				
A. Specific and Allied Work Skills				
1. Use of Tools and Equipment				
Manipulates a variety of construction materials and tools. p. 15	Identifies more tools and demonstrates greater proficiency in their use. p. 53	Selects and uses appropriate tools for a simple project. p. 95	Selects and uses appropriate tools and equipment for a specific project. p. 132	Selects and uses all power-driven tools and equipment in the shop. p. 172
Follows simple rules of organization and care of tools and materials. p. 15	Follows simple rules of organization and care of tools and materials. p. 53	Follows the rules of organization and care of tools and equipment. p. 95	Organizes and cares for tools and equipment. p. 132	Organizes and cares for tools and equipment. p. 172
With supervision, constructs simple projects. p. 15	Constructs simple project independently. p. 53	With supervision, constructs more complex projects. p. 95	Constructs more complex projects. p. 132	Constructs complex projects. p. 172

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates safe use of simple tools. p. 15	Follows safety procedures when using tools. p. 53	Follows safety procedures when using tools. p. 95	Follows safety procedures when using tools and equipment. p. 132	Follows safety procedures when using tools and equipment. p. 172
2. Following Directions				
Follows simple directions. p. 15	Follows a more complex set of directions. p. 53	Follows more complex set of directions. p. 95	Follows complex set of directions. p. 132	Follows all types of directions independently and accurately. p. 172
Responds to persons in authority. p. 15	Identifies persons in authority in the school and immediate community. p. 53	Identifies person in authority in specific work situations. p. 96	Identifies person in authority in a variety of work situations. p. 133	Demonstrates awareness of whom to consult should problems arise. p. 173
		Accepts supervision in specific work situations. p. 96	Accepts supervision in specific work situations. p. 133	Accepts supervision in work situations. p. 173
3. Decision Making				
Chooses between two or more alternatives. p. 15	Chooses independently between two or more alternative activities. p. 54	Demonstrates ability to make appropriate decisions in work situations. p. 96	Demonstrates ability to make appropriate decisions in work situations. p. 133	Demonstrates ability to make appropriate decisions in work situations. p. 173
4. Independence				
Behaves appropriately in familiar situations. p. 16	Behaves appropriately in unfamiliar situations. p. 54	Demonstrates ability to perform satisfactorily in familiar work situations. p. 96	Demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 133	Demonstrates ability to perform satisfactorily in familiar and unfamiliar work situations. p. 173
B. Career Planning and Exploration				
1. Why Work?				
Recognizes that most people work. p. 17	Recognizes that people are paid for jobs. p. 55	Recognizes that people are paid for jobs. p. 97		

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates understanding that work brings income to parents. p. 17	Recognizes that parents have different work and incomes. p. 55	Recognizes that incomes vary. p. 97	Demonstrates awareness that working for a salary brings independence. p. 134	Demonstrates financial independence through working. p. 174
Demonstrates understanding that doing work well brings satisfaction. p. 17	Demonstrates understanding that finishing tasks earns praise. p. 55	Recognizes that finishing something makes one feel good (self-worth). p. 97	Demonstrates awareness that satisfaction results from task/job completion. p. 134	
2. Job Awareness				
Demonstrates understanding of work done by some community workers. p. 17	Demonstrates awareness that people do different jobs: in home, in school, in community. p. 55	Demonstrates awareness that people do different jobs: in home, in school, in community. p. 97	Develops knowledge of variety of jobs/careers. p. 134	Develops knowledge of variety of jobs and careers available. p. 174
			Demonstrates knowledge of job demands, routines and qualifications. p. 135	Demonstrates knowledge of requirements for practical jobs/careers. p. 174
			Explores careers through practical experience. p. 135	Explores careers through practical experience. p. 174
			Demonstrates knowledge of some special training programs and institutions. p. 135	Demonstrates knowledge of special training programs and institutions. p. 174
				Recognizes how certain disabilities or limitations can affect a vocational choice. p. 174
				Recognizes that personal likes and dislikes, hobbies and out of school activities should be considered when making career choices. p. 174
				Develops a plan to implement personal career goals. p. 175

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Job Demands				
	Demonstrates good work habits. p. 55	Demonstrates good work habits. p. 97	Demonstrates good work habits. p. 135	Demonstrates good work habits. p. 175
	Demonstrates positive attitude towards work. p. 55	Demonstrates positive attitudes towards work. p. 97	Demonstrates positive attitudes towards work. p. 135	Demonstrates positive attitudes towards work. p. 175
Follows simple instructions. p. 17	Follows more complex instructions. p. 55	Follows complex instructions. p. 55		
Completes tasks as assigned. p. 17	Completes selected tasks at school and home and begins to assume some responsibility for this. p. 55	Completes selected tasks at school and home and assumes some responsibility for this. p. 98	Completes all tasks assigned in all areas at school and on the job. p. 135	Assumes complete responsibility for task. p. 175
	Recognizes some of own mistakes and corrects them. p. 55	Recognizes own mistakes and corrects them. p. 55		
	Demonstrates good listening/ attending habits. p. 56	Demonstrates good listening/ attending habits. p. 98	Demonstrates good listening/ attending habits. p. 135	
		Communicates effectively with peers. p. 98	Demonstrates ability to communicate effectively with people at school and on the job. p. 136	Demonstrates ability to relate to personnel at school and on the job. p. 175
		Assumes some responsibility for maintaining own belongings. p. 98	Maintains personal and other belongings in neat fashion in school and at work. p. 136	Maintains personal and other belongins in neat fashion in school and at work. p. 175
		Follows school routines. p. 98	Develops awareness of job routines. p. 136	
		Travels to school independently. p. 98	Travels to work stations independently. p. 136	

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			Demonstrates awareness of time as it relates to job. p. 136	Demonstrates punctuality. p. 175
			Recognizes the need for balance between work and leisure. p. 136	Recognizes the importance of balance between work and leisure time for personal satisfaction and well being. p. 175
C. Finding a Job				
1. Awareness of Personal Abilities and Interests				
Recognizes that most adults work. p. 18	Identifies parents' vocations. p. 57	Recognizes that many vocations exist. p. 99	Identifies educational and personal characteristics required for a variety of vocations. p. 137	Identifies a number of vocations for which he is/is not suited. p. 176
		Distinguishes between fantasy and reality with regard to aspirations, planning for the future. p. 99	Identifies vocations for which he has appropriate skills and abilities. p. 137	Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations. p. 176
Identifies activities he likes/dislikes. p. 18	Identifies jobs/careers which may be of special interest to him. p. 57	Identifies jobs/careers which may be of special interest to him. p. 99	Identifies jobs/careers which may be of special interest to him. p. 137	Identifies jobs/careers which may be of special interest to him. p. 176
	Describes abilities and limitations for a specific job. p. 57	Describes own abilities and limitations for a specific job. p. 99	Demonstrates knowledge of personal strengths and weaknesses that are important in the world of work. p. 137	
2. Awareness of Process				
		Demonstrates ability to use telephone directory to obtain information. p. 99	Demonstrates ability to use telephone directory to obtain information. p. 137	Demonstrates use of telephone directory to obtain information. p. 176

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Demonstrates ability to take and leave messages. p. 57	Demonstrates ability to take and leave messages. p. 99		
	Recognizes that people must look for jobs. p. 57	Develops awareness that people look for jobs. p. 100	Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job. p. 138	Demonstrates knowledge of how to use newspaper "Help Wanted" columns to find a job. p. 177
			Recognizes that jobs can be obtained through a variety of means. p. 138	Recognizes that jobs can be obtained through a variety of means. p. 177
			Identifies and locates community and government agencies that assist in job placement. p. 138	Demonstrates ability to use community and government agencies when looking for a job. p. 177
3. Personal Contact				
			Names person(s) who can provide assistance in finding a job. p. 138	Names person(s) who can provide assistance in finding a job. p. 177
			States ways in which personal contact will assist in choice of job. p. 138	Develops file of useful contacts. p. 177
			Demonstrates skills necessary for the job interview process. p. 139	Demonstrates ability to be interviewed for job placement. p. 178
			Demonstrates ability to fill in application form. p. 139	Fills in application form correctly. p. 178
			Writes letters of inquiry, personal resume and "thank-you" letters. p. 139	Demonstrates ability to write different tylpes of letters, e.g. letters of application. p. 179

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
D. Keeping a Job				
1. Health and Safety			Practises safety rules while on the job. p. 140	Practises safety rules while on the job. p. 179
2. Knowledge of Work Habits			Demonstrates knowledge of responsible work habits. p. 140	Practises responsible work habits on the job. p. 179
3. Interpersonal Relationships	Note: See Understanding Self and Getting Along With Others.		Demonstrates ability to get along with people in a variety of situations. p. 140 Demonstrates knowledge, awareness, and acceptance of individual differences. p. 140	Demonstrates ability to get along with people in a variety of situations. p. 179 Demonstrates knowledge, awareness, and acceptance of individual differences. p. 179
E. Workers' Rights	Recognizes own self-worth and dignity. p. 58	Demonstrates understanding of the concept of personal self-worth and dignity. p. 101 Demonstrates understanding all people have rights. p. 101	Demonstrates understanding of the worth and dignity of others. p. 141 Recognizes the rights of others. p. 141 Recognizes that there is Human Rights Legislation. p. 141	Respects the rights of others. p. 180 Demonstrates understanding of special rights under protective legislation, e.g. Dependent Adults Act. p. 180

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			Recognizes that both workers and employers have established rights. p. 141	Demonstrates understanding of work legislation, e.g. social insurance, unemployment insurance, minimum wage, workers' compensation. p. 180 Demonstrates ability to utilize community services related to workers' rights. p. 180 Demonstrates understanding of unions and their functions. p. 180 Demonstrates understanding of the terms: sick leave, deductions, income tax, dental plan. p. 180 Demonstrates understanding of shift-work, part-time work, overtime, temporary staff, seasonal work. p. 180
			Applies for social insurance number. p. 141	Demonstrates understanding of the requirements and provisions related to: social insurance number, unemployment insurance, minimum wage, workers' compensation, etc. p. 180 Demonstrates knowledge of Alberta Labor Act. p. 180

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
HOME MANAGEMENT				
A. Clothing				
1. Care				
Recognizes own clothing. p. 19	Identifies own clothing. p. 59	Identifies and labels own clothing. p. 102		
Dresses self with minimal assistance. p. 19	Dresses self independently. p. 59			
Accepts some responsibility for care of clothing. p. 19	Accepts increasing responsibility for care of clothing. p. 59			
Uses hangers and storage areas. p. 19	Uses hangers and clothing storage areas appropriately. p. 59	Organizes closet and drawer space appropriately. p. 102	Assumes some responsibility for the care of own wardrobe. p. 142	Assumes responsibility for care of own wardrobe. p. 181
Demonstrates awareness of the difference between clean and soiled clothing. p. 19	Assists adult with laundry. p. 59	Assists adult with laundry. p. 102	Utilizes laundry facilities independently. p. 142	
		Identifies cleaning agents and techniques for various types of materials. p. 102	Uses cleaning agents and techniques for various types of materials. p. 142	
	Recognizes when clothing needs repairs. p. 59	Assists adult to make repairs. p. 102	Makes simple repairs. p. 142	Repairs own clothing. p. 181
2. Selection				
Demonstrates awareness that selection of clothing is dependent on weather and season. p. 19	Identifies and selects clothing appropriate for each season. p. 60	Discusses and analyzes reasons for choosing clothing. p. 102	Demonstrates understanding of the size systems used for clothing. p. 142	

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Recognizes style appropriate for various uses. p. 60	Chooses clothing suitable for work or leisure. p. 102	Chooses clothing suitable for various activities. p. 142	Chooses appropriate style, color and design. p. 181
Selects own clothing occasionally. p. 19	Chooses own clothing for everyday wear. p. 60	Demonstrates awareness of appropriate design, style and color. p. 102	Chooses appropriate style, design and color. p. 142	Chooses appropriate style, color and design. p. 181
			Demonstrates ability to choose appropriate accessories. p. 142	Chooses appropriate accessories. p. 181
	Identifies various types of stores. p. 60	Identifies the appropriate store in which various items can be purchased. p. 102	Shops for clothing. p. 142	Independently shops for a personal wardrobe. p. 181
			Demonstrates understanding of guarantees and warranties. p. 143	Demonstrates understanding of guarantees and warranties. p. 181
			Demonstrates knowledge of what to do with sub-standard goods and services. p. 143	Demonstrates knowledge of what to do with sub-standard goods and services. p. 181
			Demonstrates understanding of variation and quality, quantity and price in the market place. p. 143	Demonstrates understanding of variation of quality, quantity and price in the market place. p. 181
			Demonstrates awareness of pricing variations. p. 143	Recognizes and compares regular and sale prices. p. 182
			Estimates the cost of various items in his wardrobe. p. 143	Plans a coordinated wardrobe within a budget. p. 182

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Construction				
Identifies and uses sewing tools. p. 19	Identifies and uses sewing tools. p. 60	Demonstrates ability to use sewing tools. p. 102	Demonstrates ability to use sewing tools and machines. p. 143	Demonstrates ability to use sewing tools and machines. p. 182
		Sews simple items. p. 102	Sews and repairs articles. p. 143	Sews more complex garments. p. 182
			Selects appropriate patterns, materials and accessories. p. 143	Selects appropriate patterns, materials and accessories. p. 182
			Identifies and carries out various methods of construction. p. 143	Identifies and carries out various methods of construction. p. 182
B. Food				
1. Shopping				
Demonstrates awareness that food can be purchased in stores. p. 20	Describes what a food store is. p. 51	Prepares a shopping list. p. 103	Demonstrates ability to budget, including sales and seasonal items. p. 144	Demonstrates ability to prepare a shopping list and compare prices. p. 183
Makes simple purchases. p. 20	Assists in selecting articles on food shopping list. p. 61	With assistance, compares items for price and quality. p. 103	Compares items for price and quality. p. 144	
			Demonstrates knowledge of weights and measures used in stores. p. 144	Demonstrates knowledge of weights and measures used in stores. p. 183
			Distinguishes between convenience stores and supermarkets. p. 144	Differentiates between wholesale and retail. p. 183
		Demonstrates knowledge of brands advertised on television. p. 103	Explains purpose and use of advertising. p. 144	Identifies false advertising. p. 183

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Eating				
Behaves appropriately at meal times. p. 20	Demonstrates appropriate etiquette in a variety of settings. p. 61	Demonstrates appropriate etiquette in a variety of settings. p. 103		
With assistance, cleans kitchen utensils and dishes. p. 20	Demonstrates ability to use and clean utensils and dishes. p. 61	Demonstrates ability to clean kitchen area and utensils. p. 103	Demonstrates ability to clean kitchen area and utensils. p. 144	
3. Preparation				
Demonstrates some understanding of measuring, counting, etc. p. 20	Demonstrates understanding of measuring, counting, etc. p. 61			
Recognizes basic kitchen tools and appliances and their uses. p. 20	Uses some kitchen tools, appliances and facilties. p. 61	Uses kitchen tools, appliances and facilities. p. 103	Uses kitchen tools, appliances and facilities. p. 144	
Demonstrates knowledge of basic steps in preparing foods. p. 20	Prepares simple snacks. p. 61	Prepares own lunch and cleans up. p. 104	Prepares simple meals. p. 144	Prepares meals including special dishes. p. 183
			Plans menu, e.g. breakfast, lunch, dinner, snack. p. 144	Plans and prepares menu for formal occasion. p. 183
			Demonstrates ability to use recipes. p. 144	Demonstrates ability to follow complex recipes. p. 183
4. Serving				
Assists in preparing table for meal. p. 21	Prepares table for meal. p. 62			
	Serves simple foods. p. 62	Serves family. p. 104	Serves family and guests. p. 145	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
5. Preserving				
Demonstrates understanding that refrigeration and freezers are used to preserve food. p. 21	Describes function of a refrigerator and freezer. p. 62			
Demonstrates understanding that food must be handled with care and cleanliness. p. 21	Handles food with care and cleanliness. p. 62			
Demonstrates understanding of appropriate storage of food. p. 21	Demonstrates understanding of the concept of perishables. p. 62	Demonstrates understanding of the concept of perishables. p. 104	Demonstrates knowledge of how to package for short and long term storage, including advantages and disadvantages. p. 145	Describes short and long term storage methods. p. 184
	Stores food correctly (cupboard, refrigerator). p. 62	Stores food correctly. p. 104		
6. Production				
Demonstrates knowledge that foods come from various sources. p. 21	Identifies food sources. p. 62	Demonstrates some understanding of food production, processing and distribution. p. 104	Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 145	Explains/describes production, processing and distribution of: garden products, dairy products, grain products, fishing products. p. 184
C. Maintaining the Home				
1. Selection				
Recognizes similarities and differences between his home and the homes of others. p. 22	Recognizes different types of homes. p. 63	Explains what is available in housing. p. 105	Investigates various types of accommodation. p. 146	Investigates various types of accommodation. p. 185

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			Recognizes responsibilities related to neighbors, landlords, community. p. 146	Demonstrates understanding of responsibilities related to neighbors, landlords, community. p. 185
				Demonstrates ability to use newspapers and other advertising to locate housing. p. 185
2. Furniture and Furnishings				
Names and describes use of common home furniture and appliances. p. 22	Recognizes what goes into a house. p. 63	Explains function of various furnishings. p. 105	Explains what should be considered when furnishing a home, e.g. need, quality, price. p. 146	Chooses furnishings for cost, style and durability. p. 185
				Identifies "harmony" in color, texture, style. p. 185
3. Care and Maintenance				
Demonstrates ability to tidy his own area at home and at school. p. 22	With assistance, keeps own room clean. p. 63	Demonstrates ability to keep own room clean. p. 105		
Performs simple household tasks with supervision. p. 22	Performs simple household tasks. p. 63	Performs household tasks. p. 105	Performs household tasks using appropriate equipment. p. 146	Demonstrates efficient methods of performing household tasks. p. 186
		Identifies daily and weekly cleaning routines. p. 105	Identifies household repairs necessary for safety. p. 147	Demonstrates knowledge of cost of household repairs and need to get estimates. p. 186
		Makes simple repairs. p. 105	Demonstrates ability to do basic repairs and maintenance. p. 147	
			Recognizes when repairman is necessary. p. 147	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
D. Child Care				
Recognizes that young children need care. p. 23	Explains babysitting responsibilities. p. 64	Assumes babysitting responsibilities for short period of time. p. 106	Babysits, assuming complete responsibility. p. 148	Babysits, assuming complete responsibility. p. 187
Demonstrates ability to help care for younger brothers and sisters. p. 23	Assists in caring for younger brothers and sisters. p. 64	With assistance, cares for young children. p. 106	Demonstrates ability to dress, change, feed infant. p. 148	Demonstrates ability to dress, change, feed infant or child. p. 187
			Demonstrates ability to make decisions about bedtime and snacks for children. p. 148	Demonstrates ability to make decisions about bedtime and snaces for children. p. 187
		Demonstrates knowledge of emergency contacts. p. 106	Demonstrates knowledge of what to do in an emergency. p. 148	Identifies what to do in an emergency, e.g. injury, fire, theft. p. 187
		Demonstrates ability to show love, warmth and respect for children and infants. p. 106	Demonstrates ability to show love, warmth and respect for children and infants. p. 148	Demonstrates knowledge of the development (physical and emotional) of the young child. p. 187
				Recognizes emotional and physical needs of children. p. 187
MONEY MANAGEMENT				
A. Earning Money				
Discriminates between coins and bills. p. 24				
Identifies coins. p. 24	Identifies coins and paper money. p. 65	Counts money, using coins and bills. p. 107	Counts money, using coins and bills. p. 149	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Uses money vocabulary. p. 65			
	Writes money amounts (1¢, 25¢, $1.00). p. 65	Writes money amounts of increasing complexity. p. 107	Writes complex money amounts. p. 149	
		Transmits money amounts to calculator. p. 107	Transmits money amounts to calculator. p. 149	
	Lists sources of money (job, parents, hobby). p. 65	Recognizes that different amounts of money are paid for different jobs. p. 107	Recognizes that different amounts of money are paid for different jobs. p. 149	Demonstrates knowledge of sources of income other than wages. p. 188
Demonstrates understanding that people work for money. p. 24	Demonstrates knowledge that a job must be completed to earn money. p. 65	Recognizes that jobs must be completed to earn money. p. 107	Identifies factors that affect wages, e.g. training, time, danger, seasonal work. p. 149	Identifies factors that affect wages, e.g. training, time, danger, seasonal work. p. 188
			Calculates money earned: gross/net pay; regular/overtime; hourly, weekly, monthly; double time, time and a half; holiday pay. p. 149	Calculates money earned: gross/net pay; regular/overtime; hourly, weekly, monthly; double time, time and a half; holiday pay. p. 188
			Reads and interprets cheque stubs. p. 149	Reads, interprets and demonstrates understanding of terms and figures on cheque stubs, e.g. union dues, unemployment insurance, C.P.P. p. 188
		Demonstrates understanding that the value of money changes over time. p. 107	Demonstrates understanding that the value of money changes over time. p. 149	Demonstrates understanding that the value of money changes over time. p. 188
				Demonstrates knowledge of taxes, e.g. income tax. p. 188

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
B. Spending Money				
Demonstrates understanding that money purchases goods. p. 25	Identifies places where goods can be bought. p. 66	Identifies different types of stores where goods or services can be bought. p. 108	Chooses most appropriate places to buy goods and services, e.g. wholesale, retail, basic producer of goods. p. 150	Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order. p. 189
	With assistance, buys items. p. 66	Buys items indpendently. p. 108		
	Recognizes advertising on television, radio, etc. p. 66	Recognizes advertising techniques. p. 108	Identifies factual information presented in advertisements. p. 150	Describes examples of misleading advertising on television, radio, newspaper. p. 189
Demonstrates understanding that some things cost more than others. p. 25	Demonstrates understanding that some things cost more than others. p. 66	Demonstrates understanding that prices for familiar items vary from time to time. p. 108	Recognizes best time to shop. p. 150	Demonstrates understanding of comparative shopping (goods and services). p. 189
	Describes essential elements in basic living needs (food, shelter, clothing). p. 66	Demonstrates understanding that services can be purchased. p. 108	Differentiates between essential and luxury items. p. 150	Differentiates between essential and luxury items. p. 189
	Demonstrates awareness of how his money is spent. p. 66	Develops and utilizes a simple budget. p. 108	Develops personal budget for purchase of clothing, entertainment, gifts, etc. p. 150	Develops budget for household management, e.g. groceries, clothing, utilities. p. 189
				Calculates personal budgets for different family sizes and over varying time periods for: casual worker; full time worker; unemployed worker. p. 189

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Recognizes that there are different methods of payment. p. 108	Describes different methods of payment and explains the advantages and disadvantages of each. p. 150	Explains what a credit purchase is. p. 189
			Lists goods and services that can be bought on credit. p. 150	Lists goods and services that can be bought on credit. p. 189
			Demonstrates understanding of the cost of using credit. p. 150	Calculates cost of using credit. p. 190
				Calculates the cost of different methods of payment. p. 190
				Demonstrates understanding of the responsibility associated with credit buying. p. 190
			Demonstrates awareness of consumer protection groups. p. 151	Utilizes Better Business Bureau and consumer protection groups. p. 190
		Establishes a bank account. p. 108	Demonstrates ability to use banking forms correctly. p. 151	Demonstrates ability to utilize banking services. p. 190
C. Saving and Borrowing				
Demonstrates initial understanding that money can be saved and used at a later date. p. 26	Demonstrates understanding of saving money for future purchases. p. 67	Demonstrates understanding of saving money for future purchases. p. 109	States in own words the importance of saving money. p. 152	
	With assistance, opens a savings account. p. 67	Deposits money in savings account. p. 109	Lists different types of banking services, e.g. chequing, savings, loans. p. 152	
			Explains how to choose an appropriate banking service. p. 152	

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Recognizes that people borrow money for specific purposes. p. 109	Names sources for borrowing money. p. 152	
Demonstrates knowledge that items or money borrowed must be returned. p. 26	Demonstrates knowledge that people must repay money borrowed. p. 67	Demonstrates understanding that borrowing may or may not be appropriate. p. 109	Describes circumstances when borrowing is appropriate. p. 152	Describes circumstances when borrowing is/is not appropriate. p. 191
CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY				
A. At Home				
Demonstrates awareness that family members share privileges and responsibilities. p. 27	Assumes responsibility for his own behavior. p. 68	Assumes responsibility for his own behavior. p. 110	Assumes responsibility for his own behavior. p. 153	Demonstrates understanding of roles and responsibilities associated with being an independent adult. p. 191
Identifies what constitutes a family. p. 27	Identifies extended family members by name and relationship to him. p. 68			
Identifies own family members by role. p. 27	Identifies family members. p. 68	Identifies how roles and responsibilities change with age. p. 110	Assumes responsibilities within the family. p. 153	Makes independent decisions about how family responsibilities could be shared in various situations. p. 191
	Identifies ways in which immediate family is unique. p. 68	Recognizes that families change because of separation, birth, death, etc. p. 110	Identifies strategies for coping with family changes. p. 132	
	Differentiates between personal, public and family property. p. 68	Differentiates between personal, public and family property. p. 153	Demonstrates respect for personal, public and family property. p. 153	

IV LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
B. At School				
Identifies classmates and staff members by name. p. 28	Identifies classmates and significant staff members by role. p. 69			
Identifies personal, private and public property. p. 28	Differentiates between personal, private and public property. p. 69	Differentiates between personal, private and public property. p. 111	Demonstrates respect for personal, private and public property. p. 153	Demonstrates respect for personal, private and public property. p. 192
Identifies some rules. p. 28	Follows school rules. p. 69	Recognizes reasons for maintaining school rules. p. 111	Participates in decisions regarding rules. p. 154	Participates in decisions regarding school rules and class activities. p. 192
	Participates in decision making in the classroom. p. 69	Participates in decision making in the classroom. p. 111	Participates in decision making in the classroom. p. 154	
Responds to authority in the classroom and school. p. 28	Responds to authority in the school. p. 69	Responds to authority in the school. p. 111	Responds to authority in the school. p. 154	
	Responds to delegated authority in the classroom. p. 69	Responds to elected authority within the school. p. 111	Demonstrates understanding of the function and role of student government. p. 154	Accepts responsibility as a leader or committee member. p. 192
C. In the Community				
Demonstrates initial understanding of what constitutes a community. p. 29	States the name of his community, town or city. p. 70	States the name of his town or city, province, community, country and continent. p. 112		
		Identifies immediate neighboring continents. p. 112		
	Identifies the Canadian flag. p. 70	Identifies and explains the symbolism of the Canadian flag. p. 112		

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Demonstrates knowledge of the National Anthem. p. 70	Sings the National Anthem. p. 112		
	Identifies the role of some common community helpers. p. 70	Identifies the role of common community helpers. p. 112	Identifies the role of frequently used service agencies. p. 155	Demonstrates ability to utilize service agencies. p. 193
Identifies common neighborhood facilities. p. 29	Identifies facilities available in the community. p. 70	Identifies common city or town facilities. p. 112	Identifies common provincial facilities, e.g. parks, highways. p. 155	Identifies national facilities. p. 193
	Demonstrates knowledge of community rules and routines. p. 70	Recognizes that there are city or town rules. p. 113	Demonstrates understanding of how laws are made. p. 155	Demonstrates understanding of the meaning and role of civic pride, patriotism, national pride. p. 193
Participates in some community activities. p. 29	Participates in community activities. p. 70	Participates in community activities. p. 113		
Demonstrates understanding that community members with various responsibilities have areas of authority. p. 29	Demonstrates understanding of the concept of authority. p. 70	Recognizes that authority may be gained by being elected, earned, delegated or assumed. p. 113	Demonstrates a basic understanding of elections, voting, political parties. p. 155	Demonstrates understanding of the responsibilities involved in holding an elected office. p. 193
Recognizes cultural differences in the community. p. 29	Describes some cultural differences in the community. p. 71	Describes cultural and ethnic differences. p. 113	Recognizes the cultural and ethnic diversity which exists among the people of Canada. p. 155	Demonstrates knowledge about ideological and government differences throughout the world. p. 193
		Demonstrates awareness of other countries. p. 114	Demonstrates awareness of world community, e.g. responsibility towards developing countries. p. 155	Demonstrates awareness of world community, e.g. responsibility towards developing countries. p. 193

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
D. Current Events				
Recognizes that events occur outside of home and school. p. 30	States newsworthy events witnessed or heard. p. 72			
	Recognizes that television, press and radio, help disseminate information. p. 72	Demonstrates ability to select a major radio, television newscast or press report. p. 114		
	Recalls major news items. p. 72	Identifies major news stories. p. 114	Identifies major news stories: local, provincial, national, international. p. 156	Identifies implications of major news stories: local, provincial, national, international. p. 194
E. Environmental Education				
1. Ecology				
Distinguishes between living and non-living things. p. 31				
Explains the difference between a member of the plant and of the animal kingdon. p. 31	Classifies living organisms. p. 73	Classifies related species. p. 115		
		Classifies plant material on two or more dimensions. p. 115		
Identifies characteristics which are shared by other living things and himself. p. 31	Identifies basic requirements necessary for growth of living organisms. p. 73	Identifies basic requirements necessary for growth of living organisms. p. 115		
	Identifies environments where plants and animals live. p. 73			

III LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates understanding that animals have feelings by handling or caring for them with empathy and consideration. p. 31	Identifies appropriate ways to behave with wild and domestic animals. p. 73	Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing. p. 115	States some laws dealing with animal care. p. 157	
	Demonstrates some understanding that parks are conservation areas. p. 73	Demonstrates increasing awareness that parks are conservation areas. p. 115	Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees. p. 157	
	Recognizes and appreciates man as a builder of the world of nature. p. 74	Recognizes the positive/negative effects of man's intervention in nature. p. 115	Identifies the positive/negative effects of man's intervention in nature. p. 157	Practises responsibility with regards to the natural environment. p. 194
Begins to assume responsibility for the care of a plant or pet. p. 31	Assumes some responsibility for the care of a plant or pet. p. 74	Assumes responsibility for the care of a plant or pet. p. 115		
2. Natural Phenomena				
Describes weather from outdoor conditions. p. 31	Describes weather from outdoor conditions. p. 74	Predicts weather from sky conditions/descriptions. p. 115	Demonstrates some understanding of natural disasters. p. 157	Demonstrates understanding of natural disasters. p. 194
Identifies some characteristics of each season. p. 31	Identifies characteristics of each season. p. 74	States characteristics of each season. p. 115	States effect of seasonal change. p. 157	
	States how weather affects daily life. p. 74	States how weather affects the life of others, e.g. farmers. p. 115	Demonstrates knowledge of long term effects of weather, e.g. dry summer - poor crop. p. 157	Demonstrates knowledge of economic and social effects of world's weather patterns. p. 194
3. Energy				
Identifies some sources of heat and light. p. 32	Identifies sources of heat and light. p. 74	Demonstrates knowledge of alternate energy sources, e.g. wood burning fire-places, solar heating. p. 115	Demonstrates knowledge of alternate energy sources, e.g. coal, windmill. p. 158	States advantages/disadvantages of various energy sources. p. 194

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Recognizes the need to modify climate by such techniques as heating houses or clothing. p. 74	Demonstrates awareness that the energy used to heat his home and provide other utilities costs money. p. 116	Demonstrates ability to make responsible energy choices in daily life. p. 158	Demonstrates responsibility in making energy-consumption decisions. p. 194
4. Pollution				
With assistance, identifies and disposes of litter. p. 32	Identifies and disposes of litter. p. 74	Demonstrates awareness of a variety of environmental considerations. p. 116	Demonstrates awareness of environmental considerations. p. 158	Demonstrates correct disposal methods, e.g. napkins, dish water. p. 194
Demonstrates some knowledge of reasons for not littering. p. 32	States reasons for not littering. p. 75	Recognizes importance of pollution control laws, including noise pollution. p. 116	States fines that can be levied for littering, illegal dumping, improper weed control etc. p. 158	Demonstrates knowledge of the regulations in existence to protect the environment. p. 195
Recognizes clean air/water is necessary for good health. p. 32	Recognizes that clean air/ water is necessary for good health. p. 75	Recognizes factors contributing to environmental safety. p. 116	Identifies methods of showing disapproval of environmentally damaging practices. p. 158	Utilizes his right to speak out against environmental offences. p. 195
	Identifies places where noise control is required. p. 75	Identifies sources of excessive noise within the environment. p. 117	Demonstrates an awareness of the dangers of prolonged exposure to excessive noise. p. 159	Demonstrates awareness of the dangers of industrial noise, and an understanding of preventative measures. p. 195
5. Conservation				
Demonstrates some understanding of the recycling concept. p. p. 32	Demonstrates understanding of recycling concept. p. 75	Saves recyclable materials and returns to appropriate place. p. 117	Saves recyclable materials and returns to appropriate place. p. 159	
Demonstrates responsibility for keeping immediate environment clean and free from refuse. p. 33	Recognizes his responsibility to preserve the environment, e.g. not damaging trees. p. 76	Demonstrates knowledge of reasons for conservation, e.g. cost. p. 117	Demonstrates understanding of the concept of renewable/ non-renewable resources. p. 159	Practises various methods of conservation. p. 195
	Demonstrates awareness of various ways to conserve energy. p. 76			

HI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
6. Safety				
Demonstrates awareness of the dangers inherent in outdoor tools and chemicals. p. 33	Demonstrates knowledge of the dangers inherent in outdoor tools and chemicals. p. 76	Demonstrates safe use of outdoor tools and chemicals. p. 117		
Follows water safety rules. p. 33	Demonstrates knowledge of water safety rules. p. 76	States, discusses and follows water safety rules. p. 117	Practises water safety. p. 159	Practises water safety. p. 195
Demonstrates some awareness of the danger and effect of fire. p. 33	Demonstrates awareness of the danger and effect of fire. p. 76	Demonstrates knowledge of fire prevention methods. p. 117	Practises fire prevention methods. p. 159	
Recognizes various unsafe outdoor practices. p. 34	Demonstrates the knowledge of various unsafe outdoor practises. p. 76	Practises safety rules that apply to the outdoors. p. 117	Practises safety rules that apply to the outdoors. p. 159	Demonstrates competency and safety in the performance of several out-of-doors activities about the home. p. 195
			Demonstrates some knowledge of survival methods. p. 159	Demonstrates ability to practise survival methods. p. 195
		Recognizes people in positions of authority in parks, etc. p. 117	Accepts direction from persons in authority in parks, etc. p. 159	Demonstrates responsible behavior in parks, etc. p. 195
		Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather. p. 117	Recognizes risks involved in traveling on frozen lakes or rivers. p. 159	Demonstrates knowledge of possible dangers of various terrains. p. 195

APPENDIX B

RESOURCE MATERIALS

HEARING IMPAIRED

LIVING/VOCATIONAL SKILLS

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Free To Be ... You and Me - McGraw-Hill Publishers

I Like Myself - N.E.L.P.

TRAVEL

Materials from Alberta Motor Association

HEALTH

Canada Food Guide - Department of Public Health

Cool Cooking for Kids - Fearon Pitman Publishers

Hap Palmer Records - J.M. Dent and Sons

Materials from Department of Agriculture

SAFETY

Early Bird Series - Random Publishers

Home Safe Home - Department of Consumer and Corporate Affairs

Materials from Alberta Safety Council

Stories About Safety - Comet Instructional Media

WORLD OF WORK

Consumer Sequential Cards - Developmental Learning Materials

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Magic Circle - Human Development Training Institute

100 Ways to Enhance the Self Concept in the Classroom - Prentice Hall Inc.

Self Awareness/Career Awareness - Scholar's Choice

What Do People Do - Troll Associates

Workjobs I and II - Addison Wesley

Workjobs for Parents - Addison Wesley

HOME MANAGEMENT

Canada Food Guide - Department of Public Health

The Kids' Cookbook - Nitty Gritty Productions

The Kids' Garden Book - Nitty Gritty Productions

Kids in the Kitchen - Penninsula Publishing Co.

Materials from the Department of Agriculture

Wabash Guide to Early Development Training - University of Washington

MONEY MANAGEMENT

Materials from the Department of Consumer and Corporate Affairs

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Free To Be ... You and Me - McGraw-Hill Publishers

I.P.A. (Integrated Practical Activities) Manual - Regional Resource Services (Alberta Education)

Materials from Red Cross Society

Red Riding Hood - Judy Co.

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About Me - Frank Schaffer Publications

D.U.S.O. - Psycan

How Do You Feel - Child's World Inc.

Love is a Special Way of Feeling - Harcourt, Brace and World, Inc.

Magic Circle - Human Development Training Institute

Move It - National Education Association

Peabody Language Development Kit - Psycan

Schools Without Failure - Harper and Row Pubs., Inc.

Teacher Effectiveness Training - McKay Pub.

Teaching Social Behavior to Young Children - Research Press

Values Clarification - Hart Publication Co.

TRAVEL

Survival Signs - Ideal School Supply Co.

Road Signs of the Times - Ideal School Supply Co.

HEALTH

Canada Food Guide - Department of Public Health

Good Health Habits - Mafex Associates

Growth: A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Health - Educational Services Inc.

Health and Safety for the Young Child - Fearon Pitman Publishers

The Human Body - New American Library

It's Fun to be Healthy - Pretzel Press

Materials from Alberta Medical Association, Alberta Milk Foundation and General Foods Corporation

HEALTH (cont'd.)

Nutrition Communication - Ontario Milk Marketing Board

Peabody Language Development Kit - Psycan

Peabody Song Kit - Psycan

The Spice Series - Educational Performance Association

SAFETY

Curriculum Guide for Elementary Health - Alberta Education

Dangerous Playground (film) - McGraw-Hill Publishers

The Fall Down, Break a Bone, Skin Your Knee Book - Walker and Co.

Health and Safety for the Young Child - Fearon Pitman Publishers

Home Safety Kit - Alberta Safety Council

How to Have an Accident at Work/in the Home (films) - Magic Lantern

I'm No Fool Having Fun with Electricity (films) - Magic Lantern

Let's Find Out About Safety - Harper and Row, Pubs., Inc.

The New Elmer the Safety Elephant - Alberta Safety Council

Playground Safety (film) - McGraw-Hill Publishers

Safety After School (film) - McGraw-Hill Publishers

WORLD OF WORK

Attitude and Safety Posters - Workers Compensation Board

Career Awareness - Scholar's Choice

Career Cards - Milton Bradley

Courtesy in the Community - Children's Press Inc.

Deal Me In - J. Norton Publishers

D.U.S.O. - Psycan

Getting a Job - Fearon Publishers

A Good Worker - Mafex Associates

WORLD OF WORK (cont'd.)

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

I Want To Be ... Books - Children's Press Inc.

Ladybird Books - Scholar's Choice

Modern Workers for Career Awareness - Scholar's Choice

Our Helpers - Milton Bradley

Sign-A-Mite - Mafex Associates

Stories About Workers - Frank E. Richards Pubs. Co., Inc.

Unemployed Uglies - Frank E. Richards Pubs. Co., Inc.

Workjobs I and II - Addison Wesley

HOME MANAGEMENT

ABC Cookery - Argus Communications

Dishes and Utensils - Scholar's Choice

The Kids' Cookbook - Nitty Gritty Productions

Kids in the Kitchen - Penninsula Publications

Learning About Fruits We Eat (captioned film) - Media Services

Lessons in Living - Ginn and Company

Look and Cook - Chrome Yellow Films Inc.

Nutrition Communication - Ontario Milk Marketing Board

Sew It Yourself - Gage Educational Pub.

MONEY MANAGEMENT

Good Cents: Every Kid's Guide to Making Money - Houghton-Mifflin Co.

Let's Go Shopping - CTES Audio Visual Resource

Money Makes Sense - Copp Clark

One Penny, Two Penny - Southerland Pub. Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Creative Science Experiences for the Young Child - Incentive Publications

Let's Find the Pollution Solution - January Productions

Pollution Solutions Mobile - Thomas Haye and Assoc.

Take a Look at Nature - Creative Teaching Press

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About You - Science Research Associates

Centering Book - Prentice Hall Inc.

D.U.S.O. - Psycan

Focus on Self Development - Science Research Associates

I Have Feelings - Behavioral Publications

Interaction IV Series - Raintree Publishers Ltd.

Lisa and Her Soundless World - Human Science Press

Magic Circle - Human Development Training Institute

Primarily Me, Mostly Me - Good Apple Inc.

Schools Without Failure - Harper and Row Pubs., Inc.

Social Learning Curriculum - Charles E. Merrill

Toward Affective Development - Psycan

DEAF STUDIES

Communication with the Deaf: A Guide for Parents of Deaf Children - University Park Press

Helpful Hearing Aid Hints - Alexander Graham Bell Assoc.

I'm Deaf Too - National Association for the Deaf

TRAVEL

Reading - Everyday Survival Skills - Scholastic Book Services

Real Life Reading Skills - Scholastic Book Services

Survival Reading - Survival Words - Hampden Pub.

HEALTH

About Drugs - Fearon-Pitman Publishers

Alcohol: The First Decision (film) - Kahl's Inc.

HEALTH (cont'd.)

All About the Human Body - Random House

Almost Everyone Does (film) - Wombat Productions

Canada Food Guide - Department of Public Health

Drugs: The First Decision (film) - Kahl's Inc.

Easy Way Out (film) - Film Media Services

Facts About Alcohol (film) - Globe Book Co.

Food and Growth (filmstrip) - Library Sound Services

Food and Nutrition Cards - Media Services

Growth: A Handbook of Classroom Ideas - Educational Services Inc.

Materials from Alcoholics Anonymous

The Spice Series - Educational Performance Associates

What You Should Know About Drugs - Harcourt, Brace and Jovanovitch

SAFETY

Curriculum Guide for Elementary Health - Alberta Education

Playground Safety (film) - McGraw-Hill Publishers

Safety in the Home (film) - McGraw-Hill Publishers

WORLD OF WORK

At Least a Thousand Things To Do - Incentive Publications

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Career Awareness - Scholar's Choice

Career Exploration Activity Cards for Fun - Mafex Associates

Career Lotto - Western Educational Activities

Careers (game) - Parker Brothers

Cook and Learn - Bowmar

Courtesy in the Community - Children's Press Inc.

WORLD OF WORK (cont'd.)

Deal Me In - J. Norton Publishers

Following Directions - Barnell Loft

A Good Worker - Mafex Associates

How to Get That Job - Mafex Associates

How to Hold Your Job - Mafex Associates

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

It's Positively Fun - Spirit Master

Job Attitudes - Mafex Associates

Jobs A to Z - Frank E. Richards Pubs. Co., Inc.

Kids in the Kitchen - Penninsula Publications

Making It On Your Own - Mafex Associates

Manners - Frank E. Richards Pubs. Co., Inc.

Occupational Alphabet - Western Educational Activities

100 Ways to Enhance the Self Concept - Prentice-Hall

Perhaps I'll Be Series - Aladin Books

Shop Safety (films) - Coronet Instructional Media

Sign-A-Mite - Mafex Associates

A Special Picture Cookbook - H & H Enterprises

Stories About Workers - Frank E. Richards Pubs. Co., Inc.

Unemployed Uglies - Frank E. Richards Pubs. Co., Inc.

Very Important People Series - Elk Grove Books

Young Homemakers Series - Fearon Pitman Pub.

HOME MANAGEMENT

Lessons in Living - Ginn and Company

Look and Cook Series - Chrome Yellow Films Inc.

Sew It Yourself - Gage Educational Pub. Ltd.

Materials from Y.W.C.A. and Police Department

MONEY MANAGEMENT

Budget (game) - Viking Press

Cosmic Coinship I: Learning to Make Allowances - Alberta Consumer and Corporate Affairs

Good Cents - Every Kids' Guide to Making Money - Houghton-Mifflin

Money Makes Sense - Fearon Pitman Pub.

Money Matters - Creative Publications

The Money Series - Mafex Associates

Pacemaker Practical Arithmetic Series - Fearon Pitman Pub.

The Shopping Game - Developmental Learning Materials

Using Dollars and Cents - Frank E. Richards Pubs. Co., Inc.

Working Makes Sense - Fearon Pitman Pub.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Canadian Communities - Ginn and Company

Energy Conservation Cutouts - Burbank

Exploring Ecology - MacDonald Educational Ltd.

Hello World! It's Nice to Know You - Sterling

Home and Family - Cemrel Inc.

Living Well in Times of Scarcity - Pollution Probe and Consumers Association

Man and His Families/Communities - Benefic Press

S.E.E.D.S. Poster Pack (Society Environment and Energy Development Studies - S.R.A.

Social Studies for Community Living - Hayes School Pub.

Stop Polluting - Start Preserving - McGraw-Hill Publishers

Why Should I Care - Canadian Unicef Committee

LEVEL 5

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

All About You - Bowmar-Noble Publishing Co.

Emily Post Book of Etiquette for Young People - Funk and Wagnalls

Getting Along with Others - Frank E. Richards Pubs. Co., Inc.

Innerchange - Human Development Trainers Institute

Lifeline - Developmental Living Materials

Looking Ahead to Marriage - Daughters of St. Paul

Love and Sex in Plain Language - Bantam Book Inc.

Parent Effectiveness Training - David McKay Co.

Schools Without Failure - Harper and Row Pubs., Inc.

Teacher Effectiveness Training - David McKay Co.

Today's Teen Series - Charles E. Bennett

Understanding Yourself - Benziger Inc.

Values Clarification - Hart Publishing Co. Inc.

DEAF STUDIES

Courageous Deaf Adults - Gallaudet College

I'm Deaf Too - National Association for the Deaf

Interesting Deaf Americans - Gallaudet College

Notable Deaf Persons - Gallaudet College

Successful Deaf Americans - Dormac Inc.

TRAVEL

How to Read a Map - Interpretive Education

How to Read Schedules - Interpretive Education

International Traffic Signs - Kahl's Inc.

Motorcycle Safety - Interpretive Education

SAFETY

Curriculum Guide for Junior High School Health - Alberta Education

Fire Safety is Your Problem (film) - Centron Educational Films

Keep Them Safe (film) - Marshfilm Enterprises

Play It Safe (film) - Learning Tree Filmstrips

Safety Adventures Out of Doors (film) - Encyclopedia Brittanica Ed. Corp.

Safety in the Home (film) - Media Services

Water Safety (film) - National Film Board

WORLD OF WORK

All About Jobs - Mafex Associates

Application Forms - Frank E. Richards Pubs. Co., Inc.

Attitude and Safety Posters - Workers Compensation Board

Basic Skills on the Job - Ceba Standard Pub.

Becoming Myself - Dimensions of Personality Series - Pflaum Standard

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Career Awareness/The Alternative - K.S.P.

Career Search - Scholastic Book Services

Don't Get Fired - 13 Ways to Hold Your Job - Janus Publications

Exploring the World of Jobs - Science Research Associates

Finding and Holding a Job - Western Educational Activities

From Classroom to Career - Marion Melugh Pub.

Getting Applications Right - Scholastic Book Services

Getting That Job - Fearon-Pitman Pub.

Girls and Their Futures - Science Research Associates

A Good Worker - Mafex Associates

WORLD OF WORK (cont'd.)

Good Work Habits - Mafex Associates

Help! - Mafex Associates

Here I Am - Dimensions of Personality Series - Cebco Standard Publishing

How Teenagers Can Get Good Jobs - Rosen Printers

How to Get That Job - Mafex Associates

I'm Going to Work - Mafex Associates

I'm Not Alone - Pflaum Standard

Janus Job Interview Guide/Job Planner - Janus Book Pub.

The Job Box - Fearon Publishers Inc.

The Jobs Book - Scholastic Book Services

Jobs from A to Z - Frank E. Richards Pubs. Co., Inc.

Jobs in Your Future - Science Research Associates

Keeping That Job - Follett Pub. Co.

Learn to Earn - Mafex Associates

The Long Hair Man (film) - National Film Board

Me and Others/Jobs - Educational Design

My Job Application - Janus Book Pub.

The Nature of Work (film) - National Film Board

Occupations 2/L - New Readers Press

P.A.T.H. (Positive Attitudes Toward the Handicapped) - Regional Resource Service (Alberta Education)

Perceptual Communication Skills - Instructional Materials and Equipment Distributors

Preparing for a Job Interview - Frank E. Richards Pubs. Co., Inc.

Picture Interest Inventory - McGraw-Hill Publishers

Resumes That Get Jobs - Arco Pub. Co.

Scope Job Skills Series - Harper and Row Pubs., Inc.

WORLD OF WORK (cont'd.)

Service Occupations - Frank E. Richards Pubs. Co., Inc.

So You Want a Job, Eh? - Canadian Broadcasting Corp.

S.R.A. Guidance Series - Science Research Associates

Stories About Workers - Frank E. Richards Pubs. Co., Inc.

The Turner Career Guidance Series - Follett Pub. Co.

Using the Want Ads - Janus Book Pub.

Very Important People Series - Elk Grove Books

Work Experience Manual - Alberta Education

Work for Everyone - Frank E. Richards Pubs. Co., Inc.

The Work Series - Educational Design Inc.

You and Your Pay/World - Scholastic Book Services

You Gotta Know Yourself - Saskatchewan Education

HOME MANAGEMENT

All About Clothes - McGraw-Hill Publishers

Around the World in 80 Dishes - Scroll Pr.

Babysitters Handbook - Kahl's Inc.

Better Homes and Gardens Cookbook - Better Homes and Gardens

Betty Crocker's Cookbook - Bantam Books

Caring for Kids - McGraw-Hill Publishers

Cooking for Two - G.K. Hall Pub.

Food and You - McGraw-Hill Publishers

Food Buymanship - Consumer Association of Canada

Guide to Modern Meals - McGraw-Hill Publishers

The Home, It's Furnishings and Equipment - McGraw-Hill Publishers

Homemaking for Teenagers - Bennett Pub. Co.

How You Look and Dress - McGraw-Hill Publishers

HOME MANAGEMENT (cont'd.)

How to Plan and Prepare Meals - McGraw-Hill Publishers

Lessons in Living - Ginn and Company

Materials from General Foods Corporation

Snip, Clip and Stitch - Follett Pub.

Teen Guide to Homemaking - McGraw-Hill Publishers

The Teenagers Menu Cookbook - Dood Mead and Co.

MONEY MANAGEMENT

Bank Account - Western Educational Activities

Budget (game) - Tribune Press

Cosmic Coinship - Alberta Consumer and Corporate Affairs

Getting Ready for Payday - Frank E. Richards Pubs. Co., Inc.

Homemaking for Teenagers - Bennett Pub. Co.

Let's Go Shopping - Frank E. Richards Pubs. Co., Inc.

Materials from Consumer and Corporate Affairs

Money Makes Sense - Copp Clark

The Money Series - Mafex Associates

Pacemaker Practical Arithmetic Series - Fearon-Pitman Pub.

Supershopper - McDougal Littell

Working Makes Sense - Fearon-Pitman Pub.

You and Your Pay - Follett Pub. Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Earth, Science and Ecology - Hayes School Pub.

Ecology Puzzles - Hayes School Pub.

Energy Management for the Future - Department of Energy, Mines and Resources

Exploring Ecology - MacDonald Educational Ltd.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

The Garbage Book - Department of Energy, Mines and Resources

Government Environmental Resource Materials Guide - Alberta Education

Hello World! It's Nice to Know You - Canadian Red Cross Society

Hinterland Who's Who - Canadian Wildlife Association

Living Well in Times of Scarcity - Pollution Probe and Consumer Association

Materials from Department of Parks and Wildlife

Materials from Red Cross Society

Outdoor Teaching Units - National Geographic Society

Pollution Solution - Burbank

Schools Without Failure - Harper and Row, Pubs.

Science Experiments You Can Eat - J.B. Lippincott

Science in Action - British Book Center

S.E.E.D.S. Poster Pack - Soceity Environment and Energy Development Studies - Science Research Associates

Stop Polluting - Start Preserving - McGraw-Hill Publishers

Why Should I Care - Canadian Unicef Committee

LEVEL 6

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Canadian Classification and Dictionary of Occupations - Department of Manpower and Immigration

Family Planning - Follett Pub. Co.

Getting Along with Others - Frank E. Richards Pubs. Co., Inc.

Girls and Sex - Dell Pub. Co.

How to Be Your Own Best Griend - Ballantine Books

I'm O.K., You're O.K. - Human Development Institute

Innerchange - Human Development Training Institute

Lifeline - Benefic Press

A Marriage Manual - Simon and Schuster Inc.

Materials from the Canadian Mental Health Association

Perspectives for Living - Edmonton Public School Board

Relationships - Hawthorne Pub.

The Search for Self Respect - Bantam Books

Values Clarification - Hart Pub. Co.

DEAF STUDIES

Communication for the Hearing Handicapped - University Park Press

TRAVEL

Materials from the Alberta Motor Association

International Traffic Signs - Kahl's Inc.

Real Life Reading - Scholastic Book Services

Motorcycle Safety - Interpretive Education

How to Read a Map/Schedule - Interpretive Education

WORLD OF WORK

Accent on the World of Work - Follett Pub. Co.

Application Forms - Frank E. Richards Pubs. Co., Inc.

Attitude and Safety Posters - Workers Compensation Board

Basic Skills on the Job - Cebco Standard Pub. Co.

Canadian Classifications and Dictionary of Occupations - Department of Manpower and Immigration

Career Awareness - K.S.P.

Career Comparison Kit - Mafex Associates

Career Crosswords - Developmental Learning Materials

Career Search - Scholastic Book Co..

Don't Get Fired: 13 Ways to Hold Your Job - Janus Pub.

Finding Part-time Jobs - Science Research Associates

Forms in Your Life - Globe Press

Forms in Your Future - Learning Trends Pub.

40 Letters to Write - Halston Educational Pub.

Getting Applications Right - Scholastic Book Services

Girls and Their Futures - Science Research Associates

Good Work Habits - Mafex Associates

Guide to the Community - Elwyn Institute

How Do I Fill Out a Form - Ideal Supply Co.

How to Get That Job - Science Research Associates

How to Hold Your Job - Services for Professional Educators

I Want a Job - Frank E. Richards Pubs. Co., Inc.

Janus Job Planner/Interview Guide - Janus Book Pub.

Job Attitudes - Mafex Associates

Jobs From A to Z - Frank E. Richards Pubs. Co., Inc.

WORLD OF WORK (cont'd.)

A Job Search Guide - Ministry of Supply and Services

Legislation Pamphlets from Alberta Labor

Looking into the Future - Frank E. Richards Pubs. Co., Inc.

Me and Others/Jobs - Educational Design

My Job Application File - Janus Book Pub.

Occupational Health in Safety Regulations - Alberta Labor

Occupations 2/L - New Readers Press

On the Job - Frank E. Richards Pubs. Co., Inc.

P.A.T.H. (Positive Attitudes Towards the Handicapped) - Regional Resource Service (Alberta Education)

Program Scope Job Skills Series - Harper and Rowe Pub.

Questions About Compensation Benefits - Workers Compensation Board

Reference Manual for Office Personnel - South-Western Pub. Co.

Resumes That Get Jobs: How to Write Your Best Resume - Arco Pub. Co.

S.R.A. Guidance Series - Science Research Associates

Service Occupations - Frank E. Richards Pubs. Co., Inc.

Social and Prevocational Information Battery - V.R.R.I.

Work Experience Handbook - Alberta Education

HOME MANAGEMENT

Babysitters Handbook - Kahl's Inc.

Better Homes and Gardens Cookbook - Better Homes and Gardens

Betty Crocker's Cookbook - Bantam Books

Caring for Kids - McGraw-Hill Publishers

Cooking for Two - G.K. Hall Pub.

Food and You - McGraw-Hill Publishers

HOME MANAGEMENT (cont'd.)

Guide to Modern Meals - McGraw-Hill Publishers

The Home - Its Furnishings and Equipment - McGraw-Hill Publishers

How Does It Work - Doubleday

How to Plan and Prepare Meals - McGraw-Hill Publishers

How to Repair Electrical Appliances - Reston

I Hate to Housekeep Book - Fawcett

Lessons in Living - Ginn and Company

Materials from Alberta/Calgary Milk Foundation

Materials from Consumer and Corporate Affairs

Microwave Cookbook - Harcourt, Brace, Jovanovich Inc.

Nutrition Communication - Ontario Milk Marketing Board

Sew It Yourself - Gage Educational Pub.

Simple Cooking for the Epicure - Watts

The Teenagers Menu Cookbook - Dodd Mead and Co.

Teen Guide to Homemaking - McGraw-Hill Publishers

MONEY MANAGEMENT

The Advertisement Book - Doubleday

Bank Account - Western Educational Activities

The Bank Book - Frank E. Richards Pubs. Co., Inc.

Business and Consumer Mathematics - Addison Wesley Inc.

Dollars and Sense - McGraw-Hill Publishers

Family Life - Frank E. Richards Pubs. Co., Inc.

Getting Ready for Payday - Frank E. Richards Pubs. Co., Inc.

Gyps and Frauds - Changing Times Educational Service

Let's Go Shopping - C.T.E.S. Audio-Visual Resource

Marooned - Frank E. Richards Pubs. Co., Inc.

MONEY MANAGEMENT (cont'd.)

Mathematics for Adult Living - Mafex Associates

Mathematics for Banking - Mafex Associates

Mathematics for Citizenship - Mafex Associates

Mathematics for Employment - Mafex Associates

Mathematics for Everyday Living - Mafex Associates

Mathematics for the Worker - Mafex Associates

Money Management - Copp Clark

Parenting - N.E.A.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Competition for Land - MacDonald Educational

Conserving the Earth's Resources - MacDonald Educational

Ecology Puzzles - Hayes School Pub.

Flora and Fauna of Alberta (Alberta Education/Alberta Heritage Resources Project)

Government Environmental Resource Materials Guide - Alberta Environment

Hello World! It's Nice to Know You - Canadian Red Cross Society

Investigations in Biology - Addison Wesley Inc.

Materials from Travel Alberta

Stop Polluting - Start Preserving - McGraw-Hill Publishers

Why Should I Care - Canadian Unicef Committee

QUESTIONNAIRE

HEARING IMPAIRED CURRICULUM GUIDE

The interim edition of the Hearing Impaired Curriculum Guide includes objectives, strategies and recommended materials from grade 1 through grade 12.

Please check (✓) your reactions to each of the following sections of this questionnaire. You are asked to consider the appropriateness and the practicality of the objectives, strategies and materials for the various levels and their relevance for hearing impaired students. Additional strategies and materials would be very much appreciated. When suggesting such, please list page number of the guide and objective to which they apply, as well as publisher/distributor for materials.

Your feedback and contributions are essential in facilitating further revision. When indicating inadequacies please ensure that you make recommendations for improvement that are specific. If space is inadequate, please use the reverse side of the page or attach additional pages.

The Curriculum Committee for the Hearing Impaired appreciates your efforts in completing this questionnaire. Someone may contact you requesting further expansions or clarification of the concerns or recommendations you suggest.

Please return this questionnaire before June 30, 1983 to:

Alberta Education
1200 Rocky Mountain Plaza
615 Macleod Trail, S.E.
CALGARY, Alberta
T2T 4T8

(403-261-6353)

Name ______________________________ Home phone number __________

School ____________________________ School phone number __________

ACADEMIC SECTION

	Excellent	Very Good	Good	Fair	Inadequate
I. INTRODUCTION	____	____	____	____	____
Comments and suggestions:					
II. PRESCHOOL SECTION	____	____	____	____	____
Comments and suggestions:					
III. COMMUNICATION MODES	____	____	____	____	____
Comments and suggestions:					
IV. THE LANGUAGE ARTS PROGRAM	____	____	____	____	____
Comments and suggestions:					

	Excellent	Very Good	Good	Fair	Inadequate
V. MATHEMATICS	____	____	____	____	____
Comments and suggestions:					
VI. SCIENCE	____	____	____	____	____
Comments and suggestions:					
VII. SOCIAL STUDIES	____	____	____	____	____
Comments and suggestions:					

LIVING/VOCATIONAL SKILLS SECTION

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

A) Knowledge of Self:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

B) Social Relationships:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

II. DEAF STUDIES

	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

III. TRAVEL

A) Ways to Travel:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

B) Travel Skills:	Excellent	Very Good	Good	Fair	Inadequate
Objectives					
Strategies					
Materials					

Comments and Suggestions:

IV. HEALTH

A) Nutrition:	Excellent	Very Good	Good	Fair	Inadequate
Objectives					
Strategies					
Materials					

Comments and Suggestions:

B) Personal Care:	Excellent	Very Good	Good	Fair	Inadequate
Objectives					
Strategies					
Materials					

Comments and Suggestions:

C) Community Health Services:	Excellent	Very Good	Good	Fair	Inadequate
Objectives					
Strategies					
Materials					

Comments and Suggestions:

V. SAFETY

A) In the Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	____	____	____	____	____
Strategies	____	____	____	____	____
Materials	____	____	____	____	____

Comments and Suggestions:

B) In the School:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	____	____	____	____	____
Strategies	____	____	____	____	____
Materials	____	____	____	____	____

Comments and Suggestions:

C) In the Community:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	____	____	____	____	____
Strategies	____	____	____	____	____
Materials	____	____	____	____	____

Comments and Suggestions:

VI. WORLD OF WORK

A) Specific and Allied Work Skills:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	____	____	____	____	____
Strategies	____	____	____	____	____
Materials	____	____	____	____	____

Comments and Suggestions:

B) Career Planning and Exploration:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

C) Finding a Job:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

D) Keeping a Job:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

VII. HOME MANAGEMENT

A) Clothing:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	_______	_______	____	____	_______
Strategies	_______	_______	____	____	_______
Materials	_______	_______	____	____	_______

Comments and Suggestions:

B) Food:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

C) Maintaining the Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

D) Child Care:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

VIII. MONEY MANAGEMENT

A) Earning Money:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

B) Spending Money:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

C) Saving and Borrowing:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

IX. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A) At Home:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

B) At School:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	______	______	____	____	______
Strategies	______	______	____	____	______
Materials	______	______	____	____	______

Comments and Suggestions:

C) In the Community:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	________	________	_____	_____	________
Strategies	________	________	_____	_____	________
Materials	________	________	_____	_____	________

Comments and Suggestions:

D) Current Events:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	________	________	_____	_____	________
Strategies	________	________	_____	_____	________
Materials	________	________	_____	_____	________

Comments and Suggestions:

E) Environmental Education:	Excellent	Very Good	Good	Fair	Inadequate
Objectives	________	________	_____	_____	________
Strategies	________	________	_____	_____	________
Materials	________	________	_____	_____	________

Comments and Suggestions:

X. PHYSICAL EDUCATION	Excellent	Very Good	Good	Fair	Inadequate
	________	________	_____	_____	________

Comments and Suggestions:

XI. MUSIC	Excellent	Very Good	Good	Fair	Inadequate
	________	________	_____	_____	________

Comments and Suggestions:

XII. ART	Excellent	Very Good	Good	Fair	Inadequate
	________	________	_____	_____	________

Comments and Suggestions:

XIII. DRAMA	Excellent	Very Good	Good	Fair	Inadequate
	________	________	_____	_____	________

Comments and Suggestions: